MEETING AGENDA

Friday, February 2, 2018
Conference Room A

Members, Council on Postsecondary Education

Ronald C. Beal, Bowling Green
Ben Brandstetter, Hebron *(vice chair)*
Joe E. Ellis, Benton
Dan E. Flanagan, Campbellsville
Kimberly Halbauer, Ft. Thomas
Lucas V. Mentzer, Lexington
Donna Moore, Lexington
Kristi Nelson, Union
Joseph Papalia, Louisville

Vidya Ravichandran, Louisville
Shawn Reynolds, Almo
Robert H. Staat, UofL *(faculty member)*
Sebastian Torres, NKU *(student member)*
Carol Wright, Tyner
Sherrill B. Zimmerman, Prospect *(chair)*
Stephen Pruitt, Commissioner of Education *(ex officio, nonvoting)*

Robert L. King, CPE President

AGENDA
Council on Postsecondary Education
Friday, February 2, 2018
11:00 AM
Conference Room A

The Council on Postsecondary Education met Thursday, November 2, 2017, at 3:00 p.m., ET, at Elizabethtown Community and Technical College in Elizabethtown, Kentucky. Chair Sherrill Zimmerman presided. No official action was taken.

WELCOME

Chair Zimmerman called the meeting to order and welcomed everyone. The following members were present: Ronald C. Beal, Benjamin Brandstetter, Kimberly Halbauer, Lucas Mentzer, Kristi Nelson, Vidya Ravichandran, Shawn Reynolds, Robert H. Staat, Sebastian Torres, Carol Wright, and Sherrill Zimmerman. Maryanne Elliott, Joe Ellis, Dan Flanagan, Donna Moore and Commissioner Stephen Pruitt did not attend.

WORK SESSION

The following topics were presented and discussed:

Academic Leadership Development Institute Briefing & Graduation Ceremony
In 2017, CPE launched the Academic Leadership Development Institute (ALDI), which is a professional learning community of early career underrepresented minority faculty who are interested in future administrative leadership positions. Participants of this year-long initiative were presented with a variety of perspectives from local, state and national experts to build capacity and cultivate the academic leadership pipeline in our state. Four sessions were held throughout the year, and the following participants received recognition for completing the program:

- Dr. Mi-Hwa Park, Murray State University
- Ms. Tamera Izlar, Morehead State University
- Mr. Thomas Leonard, Jefferson Community & Technical College
- Dr. Delaina Amos, University of Louisville
- Dr. Dewey Clayton, University of Louisville
- Dr. Baron Kelly, University of Louisville
- Dr. Sherri Wallace, University of Louisville
- Dr. Aseem Talukdar, Madisonville Community College
- Dr. Amanda Waterstrat, Somerset Community College
- Ms. LaVetta Reliford, Bluegrass Community & Technical College
- Dr. Kimberly Green, Western Kentucky University
- Dr. Donavan Ramon, Kentucky State University
- Dr. Socorro Zaragoza, Eastern Kentucky University
- Dr. Julie Plasencia, University of Kentucky

- Dr. Jacqueline Couti, University of Kentucky
- Dr. Gabriel Dadi, University of Kentucky
- Dr. Francoise Knox Kazimierczuk, Northern Kentucky University
- Ms. Michelle Chappell, Henderson Community College
- Ms. Victoria Paige Cloud, Southeast Kentucky Community and Technical College

Stronger by Degrees: Update on Policy Area 3--Impact
The 2016-21 Strategic Agenda was approved by the Council in June 2016. The agenda focuses on three urgent priorities – Opportunity, Success, and Impact. Ms. Lee Nimocks, vice president for policy, planning, and external relations and Dr. David Mahan, CPE's executive director for data and research, presented on the Council's strategies, metrics, and activities currently underway to improve the *Impact* portion of the Agenda.

Briefing on 2018-20 Biennial Budget Request
Dr. Bill Payne, vice president for finance and administration, and Mr. Shawn McKiernan, senior associate for finance and administration, reviewed the 2018-20 biennial budget request that will be presented for action at the meeting on November 3, 2017.

ELIZABETHTOWN COMMUNITY AND TECHNICAL COLLEGE BREIFING, CAMPUS TOUR, AND DINNER

Elizabethtown Community and Technical College President Juston Pate provided a brief update to the Council and answered several questions regarding the campus. Following the briefing, Council members and staff were given a walking tour of the campus, and ECTC's culinary school hosted a dinner for the Council members, attending CPE staff, and guests.

ADJOURNMENT

The meetings adjourned at 7:30 p.m., ET.

_____   _____
Robert L. King   Heather M. Faesy
CPE President   Associate, Board Relations & Special
                                                               Projects

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Minutes
Council on Postsecondary Education
November 3, 2017

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The Council on Postsecondary Education met Friday, November 3, 2017, at 9:00 a.m., ET, at Elizabethtown Community and Technical College in Elizabethtown, Kentucky. Chair Sherrill Zimmerman presided.

WELCOME AND ROLL CALL	Chair Zimmerman called the meeting to order and welcomed everyone.
	The following members were present: Ronald C. Beal, Benjamin Brandstetter, Dan Flanagan, Kimberly Halbauer, Lucas Mentzer, Donna Moore, Kristi Nelson, Vidya Ravichandran, Shawn Reynolds, Robert H. Staat, Sebastian Torres, Carol Wright, and Sherrill Zimmerman. Maryanne Elliott, Joe Ellis, and Commissioner Stephen Pruitt did not attend.
APPROVAL OF MINUTES	The minutes of the September 11, 2017 meeting were approved as distributed.
STRONGER BY DEGREES: MURRAY STATE UNIVERSITY 2017 ANNUAL REPORT	Dr. Robert O. Davies, president of Murray State University, delivered MuSU's annual Stronger By Degrees presentation with Dr. Mark Arant, provost and vice president for academic affairs, and Mr. Steve Williams, MuSU's board chair. The presentation focused on baseline data, targets to be met by the end of the strategic plan, and strategies being implemented to meet those targets. During the presentation, Dr. Davies answered questions regarding MuSU's constraints in meeting higher levels of progress for underprepared students, as well as its retention and graduation rates. President King stated he would like to see MuSU close achievement gaps for underrepresented and low-income students faster than the target would allow. MuSU Chair Williams closed the presentation by stating the governing board regularly receives progress on the statewide agenda and monitors progress closely.
STRONGER BY DEGREES: WESTERN KENTUCKY UNIVERSITY 2017 ANNUAL REPORT	Dr. Timothy Caboni, president of Western Kentucky University, delivered WKU's annual Stronger By Degrees presentation, which focused on baseline data, targets to be met by the end of the strategic plan, and strategies being implemented to meet those targets. Dr. Caboni stated that since targets for the plan had been established before his tenure as president, he set additional 10-year goals that more accurately reflect his vision for the university.

Chair Zimmerman commended him on his vision and tenacity in accepting nothing but excellence from his staff and institution.

STRONGER BY DEGREES: KENTUCKY COMMUNITY AND TECHNICAL COLLEGE 2017 ANNUAL REPORT

Dr. Jay Box, president of Kentucky Community and Technical College, and Ms. Alicia Crouch, vice chancellor for research and policy analysis, delivered KCTCS's annual Stronger By Degrees presentation. The presentation focused on baseline data, targets to be met by the end of the strategic plan, and strategies being implemented to meet those targets. Following the presentation, Dr. Box stated the 2020-21 target for certificates awarded has already been met, and KCTCS will adjust the target appropriately. He also stated the reason for the increase was more coordination and communication with the business community to meet their needs. Dr. Box also answered questions about job placement for certificate holders, the transferability of the Associate of Applied Science degree, and the preparedness of KCTCS's incoming students in the areas of math and reading.

2018-20 BIENNIAL BUDGET RECOMMENDATION

The *Kentucky Postsecondary Education Improvement Act of 1997* (House Bill 1), codified under KRS 164.020, authorizes the Council on Postsecondary Education to submit to the Governor and General Assembly the biennial budget recommendation for the postsecondary education sector and its nine institutions. Over the course of eight months, Council staff worked collaboratively with campus presidents, provosts, chief budget officers, institutional research directors, and members of the Council's Budget Development Work Group to develop the budget recommendation, and all nine public institution presidents and the Council president endorsed the recommendation in its entirety.

Dr. Bill Payne, CPE's vice president for finance and administration, and Mr. Shaun McKiernan, senior associate of finance and administration, presented the 2018-20 budget recommendation, consisting of the following four major funding categories:

1. Institutional Operating Funds: Funds, along with tuition and fee revenue, support education and general (E&G) expenditures on campus, including faculty and staff salaries, fringe benefits, student financial aid, utilities, building maintenance, libraries, student support services, and

numerous other operating expenses. When available, these funds also finance strategic initiatives consistent with mandates of House Bill 1 (1997).

2. Strategic Investment and Incentive Trust Funds: The Kentucky Postsecondary Education Improvement Act of 1997 (HB 1) created six Strategic Investment and Incentive Trust Funds to bring about change and improvement at Kentucky colleges and universities by providing strategic, financial incentives for institutions to pursue desired state goals for postsecondary education. When the General Assembly authorizes appropriations for trust fund programs, they are passed on to postsecondary institutions based on compliance with Council-approved guidelines and procedures.

3. Capital Investment: Includes anticipated capital construction, asset preservation, and information technology and equipment needs of Kentucky's public postsecondary institutions. While investment in new construction, information technology and equipment is needed by postsecondary institutions, due to the magnitude of accumulated renovation and renewal needs, staff recommended that the 2018-20 request for capital construction focus exclusively on asset preservation projects.

4. CPE Agency Budget: Includes five existing expenditure categories - (a) Agency Operations; (b) Adult Education; (c) Student Aid and Assistance; (d) Technology and Academic Support; and (e) Research and Economic Development.

The 2018-20 postsecondary education budget recommendation can be viewed in the meeting materials and is incorporated as reference

MOTION: Mr. Reynolds moved that the Council approve the postsecondary institutions' portion of the 2018-20 biennial budget recommendation as presented. Dr. Staat seconded the motion.

VOTE: The motion passed.

MOTION: Ms. Moore moved that the Council approve the CPE agency portion of the 2018-20 biennial budget recommendation as presented. Dr. Staat seconded the motion.

VOTE: The motion passed.

APPROVAL OF CAMPUS DIVERSITY, EQUITY & INCLUSION

At its September 23, 2016 meeting, the Council approved the 2016-20 Kentucky Public Postsecondary Education Policy for Diversity, Equity, and Inclusion. After that, Council staff worked with institutions to develop their campus-level plans, which identify strategies for achieving the goals of the plan and assessing strategy effectiveness.

Ms. Caroline Atkins, senior associate for academic affairs, and Dr. Aaron Thompson, executive vice president and chief academic officer, presented the following campus plans for approval:

- University of Kentucky
- University of Louisville
- Murray State University
- Western Kentucky University
- All 16 KCTCS campuses

Mr. Reynolds, chair of the Committee on Equal Opportunities (CEO), and Mr. Torres, student member on the CEO, gave positive remarks on the feedback institutions received as they moved through the development process.

Ms. Halbauer expressed her disappointment that some of the targets were not as ambitious as she would like. Dr. Thompson agreed that while some are very conservative, the strategies being pursued are sound and may lead to greater gains than anticipated. President King echoed his disappointment and suggested the Council delay the vote to allow campuses time to consider more aggressive targets.

Dr. Thompson agreed that staff would discuss the plans and targets with campuses and present new recommendations at the next meeting.

No motion was made for the approval of the campus diversity plans.

EXECUTIVE COMMITTEE REPORT

Chair Zimmerman discussed the FY 2016-17 audit results presented at the Executive Committee meeting on November 3, 2017. Due to the complexity and amount of funds flowing through the agency's budget, the Council annually contracts with an independent auditor to compile financial statements and perform the agency's financial audit. This audit is not statutorily required, but it serves the Council well to have an outside entity review Council finances, internal controls, and regulation and grant compliance. Blue and Company LLP, a certified public accounting agency in Lexington, conducted the audit this year.

The auditors issued an unmodified opinion, stating that the Council's financial statements present fairly, in all material respects, the financial position of the governmental activities, each major fund, and the aggregate remaining fund information of the Council as of June 30, 2017, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America. In addition, the expenditures of federal awards and supplementary information are fairly stated in all material respects in relation to the basic financial statements as a whole. The firm also noted that it did not identify any deficiencies in internal control that they consider to be material weaknesses.

Chair Zimmerman thanked Ms. Rebecca Bowman and the finance and administration staff for their compliance with the audit requirements.

CPE PRESIDENT'S REPORT TO THE COUNCIL

A written report from President King was provided in the agenda book.

KENTUCKY COMMISSIONER OF EDUCATION REPORT	Commissioner Stephen Pruitt provided a written report in the agenda book.
UPDATE ON 2017-18 CPE WORK PLAN	Ms. Lee Nimocks, vice president of policy, planning and external relations, gave an update on the 2017-18 work plan that was approved at the June 16 meeting. On September 8, 2017, the Office of State Budget Director requested all Executive Branch agencies develop a budget reduction plan that reflects a 17.4 percent cut in the current fiscal year, which equates to a $7,166,000 reduction. As of November 3, the Governor's office had not instituted the potential budget reduction; however, Ms. Nimocks stated that if imposed, the proposed cuts would affect CPE's ability to fulfill the 2017-18 Work Plan as approved.
DUAL CREDIT UPDATE	Dr. Thompson provided an update on the improvement in dual credit/enrollment in Kentucky following the implementation of the 2015 Dual Credit Policy for Kentucky's Public Postsecondary Education Institutions, as well as the creation of the Dual Credit Scholarship Program in summer of 2016. Following his update, Dr. Thompson answered questions regarding the percentage of high school seniors receiving the dual credit scholarship, the quality of instruction students are receiving, and how the Council ensures dual credit courses are appropriately rigorous.
GEARUP KENTUCKY UPDATE	Ms. Kim Drummond, former director for strategic initiatives for GEAR UP Kentucky, and Dr. Thompson provided an update on the GEAR UP Kentucky grant program, administered by the Council since 2011. GEAR UP Kentucky (GUK) was a six year, $26.9 million statewide grant program funded by the U.S. Department of Education to help Kentucky students from low-income communities and their families understand how to plan, apply, pay for and succeed in postsecondary education. The program served more than 15,000 students in 20 school districts, employed 51 staff across the state and partnered with 22 different external organizations over the past six years. Services included classroom curriculum, leadership development, parent services, early campus experiences, hands-on career exploration, academic support,

summer enrichment, professional development for school partners, and broad community engagement efforts.

Regrettably, Kentucky was not funded for a fourth grant cycle in 2017. However, the potential for a 2018 competition leaves open the opportunity for GEAR UP Kentucky to again take its place as a vehicle for expanding college access in the Commonwealth.

The Council presented a resolution to GEAR UP Kentucky for their contribution over the last 12 years in serving thousands of low-income community students across the Commonwealth. Ms. Drummond accepted it on behalf of the GEAR UP Kentucky staff, and a copy will be given to each.

REPORTS FROM INSTITUTIONS

Reports from the institutions were provided in the agenda book.

COMMITTEE APPOINTMENTS

Chair Zimmerman made the following appointments:
- 2018-19 Tuition Development Work Group: Ms. Wright, who will serve as chair, Mr. Brandstetter, Ms. Halbauer, Dr. Staat, and Mr. Torres. Chair Zimmerman will serve as an ex-officio member.

- 2018 Nominating Committee: Ms. Moore, who will serve as chair, Mr. Mentzer, and Dr. Ellis.

- 2018 CPE Retreat Committee: Ms. Zimmerman, Mr. Brandstetter, Mr. Beal, Ms. Ravichandran, and Dr. Staat.

RESOLUTIONS

The Council adopted resolutions honoring the following individuals for their dedication and service to the Council and the Commonwealth of Kentucky:
- Gayle Beverly Box – Kentucky Adult Education (retired July 31, 2017)
- Jerry Ann Warmouth – Kentucky Adult Education (retired July 31, 2017)

- Rebecca Bowman – assistant vice president for agency operations (retiring December 31, 2017)

OTHER BUSINESS

Vice Chair Brandstetter requested, as personal schedules allow, that Council members attend at least one campus board meeting before the end of the academic year.

At the November 2nd work session, the Council did not get to discuss two agenda items. These were addressed in other business:

- Ms. Nimocks requested that the schedule and format for 2018 meetings be discussed at the Council retreat in February.
- Mr. Ron Carson, CPE's legislative liaison, provided a briefing on changing leadership in the General Assembly, the 2018 legislative calendar, and Council member confirmations needed in the session.

ADJOURNMENT

The next Council meetings will be held February 1-2, 2017. February 1 is the Council member retreat, and February 2 will include the joint meeting of the Council, campus presidents, and the board of student body presidents, as well as the regular business meeting. The meeting adjourned at 12:50 p.m., ET.

_____   _____
Robert L. King   Heather M. Faesy
President   Associate, Board Relations & Special
                                                            Projects

Resolutions

Periodically, the Council recognizes certain individuals for their support of and service to postsecondary education in Kentucky. At the meeting, resolutions for the following individuals will be proposed for approval by the Council:

- Carl Rollins, Executive Director of KHEAA and KHESLC
- Sue Hodges Moore, Senior Vice President for Finance & Administration at Northern Kentucky University
- Karen Sue Cain, Senior Fellow at Council on Postsecondary Education
- Maryanne H. Elliott, board member of the Council on Postsecondary Education

Kentucky Council on Postsecondary Education

A RESOLUTION HONORING AND COMMENDING

CARL ROLLINS II

for his service to postsecondary education in the Commonwealth

WHEREAS, Carl Rollins served as Executive Director of the Kentucky Higher Education Assistance Authority and Kentucky Higher Education Student Loan Corporation from May 2013 through December 2017; and

WHEREAS, as a leading policy advocate for college access in Kentucky, he worked to maintain postsecondary affordability to ensure all students with the desire to go to college could achieve their dreams; and

WHEREAS, prior to this, he advocated for higher education as a representative for the 56th District of Kentucky from 2007-2013, and served as chair of the House Education Committee a majority of those years; and

WHEREAS, Rollins championed the passage of HB 2 (2014), which established the Kentucky Coal County College Completion Scholarship Program and provided financial assistance for residents of coal-producing counties to complete their first bachelor's degree; and

WHEREAS, he has received numerous awards and recognitions, including the "Tone at the Top" award from the Louisville Chapter of the Institute of Internal Auditors for exceptional leadership of KHEAA, as well as an Honorary Doctor of Public Service degree from Morehead State University; and

WHEREAS, Rollins has represented the state of Kentucky in numerous national forums and meetings, and was invited to the White House to discuss federal financial aid by First Lady Michelle Obama in 2015 as part of her Reach Higher initiative; and

WHEREAS, he has been an unwavering advocate for and friend of the Council on Postsecondary Education;

NOW, THEREFORE, BE IT RESOLVED, that the Council on Postsecondary Education does hereby adopt this resolution on February 2, 2018, thanking Carl Rollins for his dedication and service, and wishing him best wishes and good fortune in his retirement.

_____   _____
Sherrill Zimmerman, Chair   Robert L. King, President

Kentucky Council on Postsecondary Education

A RESOLUTION HONORING AND COMMENDING

SUE HODGES MOORE

for her service to Northern Kentucky University and postsecondary
education in the Commonwealth

WHEREAS, Sue Hodges Moore started her career at Northern Kentucky University in 2005, and has served as NKU's Senior Vice President for Administration and Finance since 2015; and

WHEREAS, prior to that, she served the Council on Postsecondary Education for 11 years in various positions, the most recent being Executive Vice President and Interim President; and

WHEREAS, Sue has dedicated her career to the betterment of postsecondary education, having worked in both research and comprehensive universities, as well as community college systems and statewide coordinating boards; and

WHEREAS, Sue left her mark on the Council by implementing its first accountability system, developing the nationally recognized Five Questions, coining the phrase "One Mission: Better Lives," leading multiple strategic planning efforts, hosting fabulous conferences and staff parties, and even forming a CPE softball team, "Gordon's Retrievers," and

WHEREAS, Sue has been an unwavering advocate for and friend of the Council on Postsecondary Education and a mentor to many of its staff; and

WHEREAS, Sue's quest for excellence and her exuberance, intelligence, compassion, loyalty, sense of style and love for all things purple have left lasting impressions on anyone who has had the pleasure of working with her;

NOW, THEREFORE, BE IT RESOLVED, that the Council on Postsecondary Education does hereby adopt this resolution on February 2, 2018, thanking Sue Hodges Moore for her dedication and service, and wishing her best wishes and good fortune as she retires from Northern Kentucky University and embarks on a new adventure at Ball State University in Indiana.

_____ _____
Sherrill Zimmerman, Chair   Robert L. King, President

KENTUCKY COUNCIL ON POSTSECONDARY EDUCATION

A RESOLUTION HONORING AND COMMENDING

KAREN SUE CAIN

**for her service to the Council on Postsecondary Education
and the people of Kentucky**

WHEREAS, Sue Cain has lent her talent and expertise to the Council on Postsecondary Education since June 2009 as Coordinator of College Readiness and Developmental Education, and, most recently, as a Senior Fellow; and

WHEREAS, Dr. Cain was instrumental to the success of Senate Bill 1 of 2009, Kentucky's landmark legislation that required stronger alignment between P-12 and postsecondary education and new K-12 academic standards that were aligned with college readiness standards at public postsecondary education; and

WHEREAS, Dr. Cain led efforts to develop and implement a unified strategy to reduce college remediation rates and increase the completion rates of students enrolled in developmental courses; and

WHEREAS, Dr. Cain coordinated the implementation of the Dual Credit Policy for Kentucky Public and Participating Postsecondary Institutions and Secondary Schools and has served as the point person for the Dual Credit Advisory Committee; and

WHEREAS, Dr. Cain led statewide efforts to implement co-requisite models of developmental education at all of the public universities and KCTCS to facilitate student success and meet the needs of underprepared students; and

WHEREAS, college-going and college-readiness rates have improved dramatically during her tenure; and

WHEREAS, Dr. Cain's time at the CPE will be distinguished by her commitment to Kentucky's students, as well as her passion, intelligence, persistence, and generosity;

NOW, THEREFORE, BE IT RESOLVED, that the Council on Postsecondary Education does hereby adopt this resolution February 2, 2018, and deeply appreciates Dr. Cain's dedication and service to the Council on Postsecondary Education and her commitment to improving the lives of the people of Kentucky.

_____   _____
Sherrill Zimmerman, Chair   Robert L. King, President

Kentucky Council on Postsecondary Education

A RESOLUTION HONORING AND COMMENDING

MARYANNE H. ELLIOTT

for her service to the Council on Postsecondary Education

WHEREAS, Maryanne Honeycutt Elliott served on the Council on Postsecondary Education from January 2014 through December 2017; and

WHEREAS, Ms. Elliott advocated for the betterment of Kentucky's workforce and citizenry through increased levels of educational attainment; and

WHEREAS, Ms. Elliott has demonstrated a long-standing commitment to education and public service throughout her distinguished career as an executive coach, productivity consultant, small business owner, and financial services manager; and

WHEREAS, the members of the Council value and respect her professionalism, fairness, affability, and the application of these traits to public higher education;

NOW, THEREFORE, BE IT RESOLVED, that the Council on Postsecondary Education does hereby adopt this resolution, February 2, 2018, thanking Maryanne H. Elliott for her service, and wishing her continued success and good fortune.

_____   _____
Sherrill Zimmerman, Chair   Robert L. King, President

Stronger by Degrees:
Northern Kentucky University Annual Report

Interim President Gerard St. Amand will present the Northern Kentucky University's annual report to the Council. The report will highlight the baseline data compiled for the 2016-21 Strategic Agenda and NKU's long-term and short-term goals to meet their targets over the five-year plan.

Background

On June 3, 2016, the Council on Postsecondary Education approved the 2016-21 Strategic Agenda for Postsecondary and Adult Education titled, *Stronger by Degrees: A Plan to Create a More Educated & Prosperous Kentucky*. This Agenda identifies high-level objectives, strategies, and metrics that will help improve college readiness and enrollment produce more certificates and degrees aligned with workforce needs, and ensure postsecondary institutions work closely with local communities to enhance their standard of living and quality of life. Additionally, it focuses not only on the short-term actions necessary to address the state's most pressing challenges, but on long-term solutions as well.

Accountability in higher education is a shared responsibility among the institutions and the Council on Postsecondary Education that includes common goals and objectives, measured results, and a focus on continuous improvement. Annually, each public 4-year campus, KCTCS, KYAE and AIKCU will provide the Council with an update on their progress in three areas of the agenda: Opportunity, Success & Impact.

Institutional Scorecard
Northern Kentucky University

OPPORTUNITY		Baseline 2014-15	Target 2019-20	% Change Base to Target
Progress of Underprepared Students -- English	-	62.6%	82.0%	30.9%
Progress of Underprepared Students --Mathematics	-	30.0%	60.0%	99.8%

SUCCESS	2011-12	Baseline 2015-16	Target 2020-21	% Change Base to Target
First- to Second-Year Retention	67.3%	71.9%	77%	7.1%
Low Income	61.0%	64.4%	71%	10.2%
Underrepresented Minority	55.8%	69.5%	75%	8.0%
Six-Year Graduation (Bachelor Degree)	36.9%	37.6%	45%	19.7%
Low Income	28.4%	30.3%	39%	28.9%
Underrepresented Minority	28.1%	23.0%	39%	69.4%
Average Credit Hours Earned	139.7 (2012-13)	137.8	135.7	-1.5%
Academic Quality: Undergraduate Research & Creative Works	-	30.5	NA	-
Academic Excellence: Faculty Development & Training	-	TBD	NA	-

IMPACT	2011-12	Baseline 2015-16	Target 2020-21	% Change Base to Target
Bachelor's Degrees Awarded	1,980	2,196	2,400	9.3%
Low Income	855	1,037	1050	1.3%
Underrepresented Minority	139	209	230	10.0%
STEM+H	486	672	750	11.6%
Graduate/Professional Degrees Awarded	661	599	660	10.2%
Internships/Co-ops/Clinical Experiences	-	44%	NA	-

DIVERSITY SPECIFIC METRICS

DIVERSITY ENROLLMENT	2013-14	Baseline 2015-16	Target 2020-21	% Change Base to Target
Undergrad Black, Non-Hispanic Only	6.5%	6.6%	7.1%	7.2%
Undergrad Hispanic or Latino	2.4%	2.9%	3.9%	32.8%
Undergrad URM	11.0%	12.3%	14.0%	13.5%
Grad URM	8.0%	10.0%	15.0%	50.3%

DIVERSITY WORKFORCE	2014-15	Baseline 2015-16	Target 2020-21	% Change Base to Target
Tenured/Tenure Track Full-Time Faculty	9.0%	9.7%	12.0%	23.5%
Management Occupations	8.6%	10.5%	12.5%	18.8%

January 25, 2018

Annual University Report:

Northern Kentucky University

Presented to the Council on Postsecondary Education by:

Gerry St. Amand

Date: February 2, 2018

Overview

- ***Introduction***
    - NKU Strategic Goals
    - NKU 10-year data trends
- ***Opportunity***
    - Institutional metric – Underprepared Students
    - Increasing college affordability
    - Development of transfer pathways
    - Meeting students where they learn with what they need
- ***Success***
    - Institutional metrics – Retention, Graduation Rates, Average Credit Hours Earned, Undergraduate Research & Creative Works, Academic Excellence (Faculty Development & Training)
    - Filling workforce demands with high quality graduates
- ***Impact***
    - Institutional metrics – Degrees and Internships/Co-ops/ Clinical Experiences
    - Institutional Effectiveness
- ***Summary***

Fuel the Flame:
The 2013-18 NKU Strategic Plan

OUR 2013-18 GOALS

- Student Success
- Talent Development
- Academic Innovation
- Community Engagement
- Institutional Excellence

Students Served
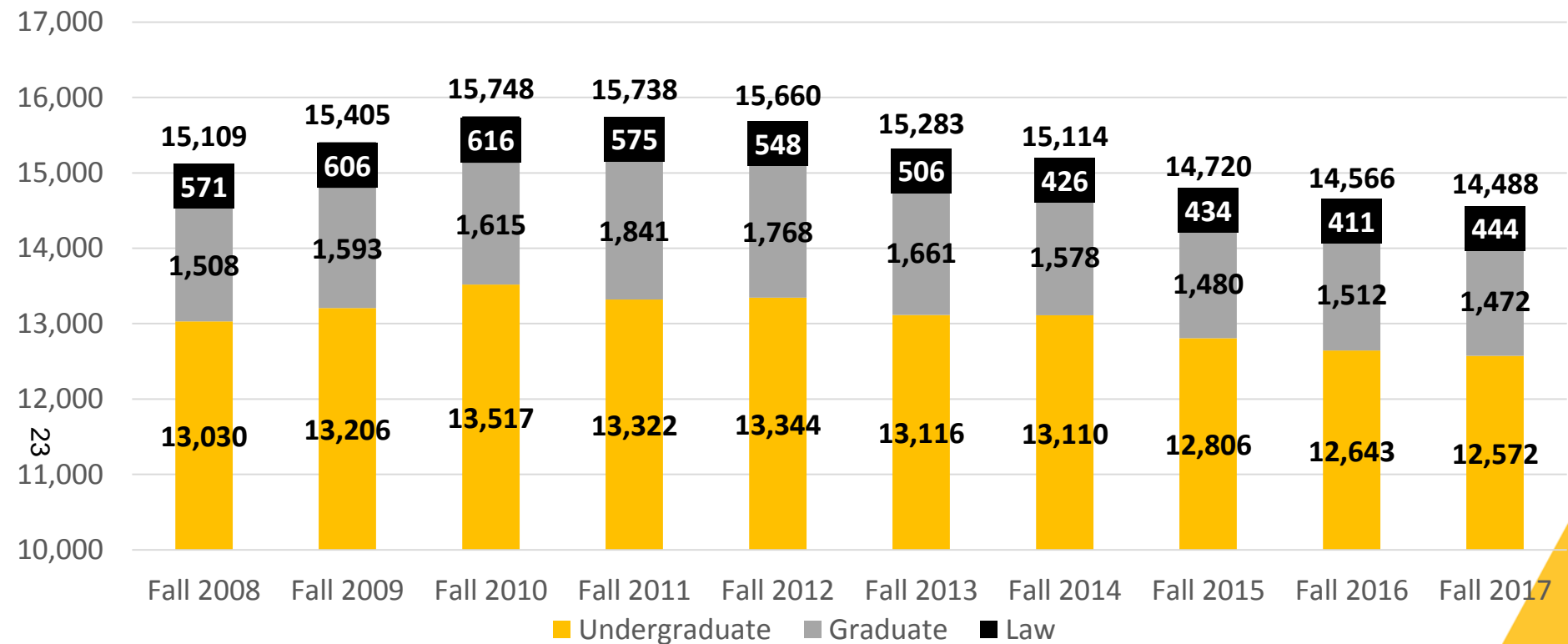
	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	1-year trend	10-year trend
Undergraduate	13,030	13,206	13,517	13,322	13,344	13,116	13,110	12,806	12,643	12,572	**-0.6%**	**-3.5%**
Graduate	1,508	1,593	1,615	1,841	1,768	1,661	1,578	1,480	1,512	1,472	**-2.6%**	**-2.4%**
Law	571	606	616	575	548	506	426	434	411	444	**8.0%**	**-22.2%**
Total Enrollment	**15,109**	**15,405**	**15,748**	**15,738**	**15,660**	**15,283**	**15,114**	**14,720**	**14,566**	**14,488**	**-0.5%**	**-4.1%**

NKU Ten-Year Trends

	2008	2017	10 yr. Trend
Enrollment	**15,109**	**14,488**	**-4%**
URM Enrollment	1,054	1,866	44%
Low Income Enrollment (2017 Preliminary)	2,906	*3,693*	21%
Total credit hours	**173,411**	**167,848**	**-3.3%**
Online Hours	9,724	31,792	69.4%
Remedial Hours	4,827	2,800	-72.4%
Degrees/Credentials Conferred	**2,642**	**2,932**	**10%**
URM Bachelor's Degrees	95	237	60%
Low Income Bachelor's Degrees	529	1,040	49%
First-Time, Full-Time Bachelor's Degree Cohort Enrollment	**1,963**	**1,938**	**-1%**
URM Enrollment	199	289	31%
Low Income Enrollment (2017 Preliminary)	496	*716*	31%
First-Time, Full-Time Bachelor's Degree Cohort 1st to 2nd Fall Retention	**67.1%**	**72.5%**	**5.4%**
URM 1st to 2nd Fall Retention Rate	58.8%	72.4%	13.6%
Low Income 1st to 2nd Fall Retention Rate	60.7%	64.2%	3.5%

Northern Kentucky University

Progress of Underprepared Students: This metric measures the percent of underprepared Math/English students who complete a credit bearing course by the end of the fall semester a year after entry. This metric is important because students who are underprepared face more challenges progressing towards degree.

Performance Metric	Baseline* 2014-15 (end fall 15)	2015-16 (end fall 16)	2016-17	Target 2019-20 (end fall 2020)
Progress of Underprepared Students (English)	62.6% (57/91)	61.2% (63/103)		82%
Progress of Underprepared Students (Mathematics)	30.0% (112/373)	26.2% (100/381)		60%

* Baseline is 14-15 rather than 15-16 due to data availability for this metric

Note: Preliminary statewide co-requisite pilots indicate success rates of 70% in English and 60% in Math.
Note: For NKU, preliminary co-requisite pilot indicate success rates of 75% in English and 75% in Math.

What Are We Doing to expand Opportunity?

- Increasing college affordability

- Creating pathways for transfer students

- Meeting students where they learn with what they need

What Are We Doing to Improve Success?

- Institutional metrics
  - Retention
  - Graduation Rates
  - Average Credit Hours Earned,
  - Academic Quality and Excellence
- Filling workforce demands with high quality graduates

Northern Kentucky University

First to Second Year Retention: This metric measures the percent of first-time full-time bachelor's degree seeking students who are retained in the fall of the second year. This metric is important because higher first year retention leads to higher graduation rates.

Performance Metric	Trend Data				Baseline 2015-16	2016-17	Percent Change from 2011-12 to Baseline	Target 2020-21	Percent Change from Baseline to Target
	2011-12	2012-13	2013-14	2014-15					
1st to 2nd-Year Retention	67.3%	67.4%	69.3%	69.1%	71.9%	72.5%	6.8%	77%	7.1%
Low-income	61%	59.7%	63.6%	62.7%	64.4%	64.2%	5.5%	71%	10.2%
URM	55.8%	59.5%	66.8%	63.7%	69.5%	72.4	24.5%	75%	7.9%
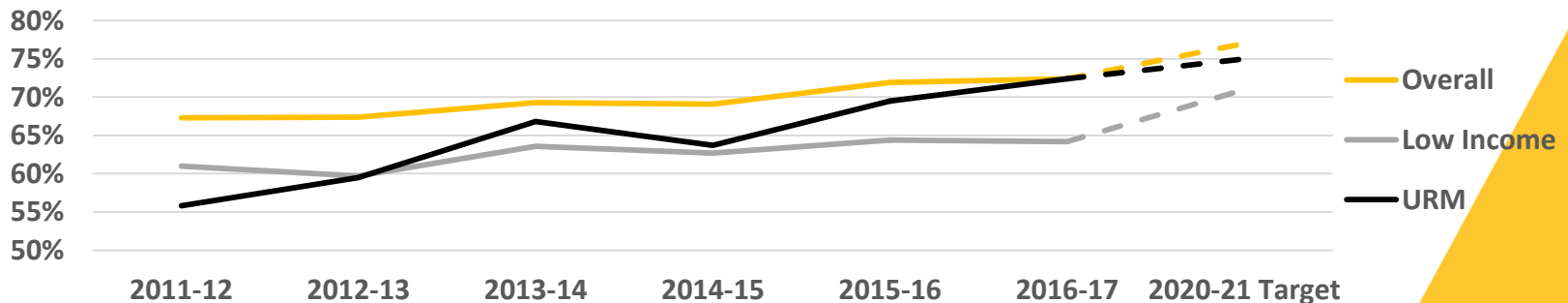
Improvement in Persistence

	2012 Cohort	2013 Cohort	2014 Cohort	2015 Cohort	2016 Cohort	
First to Second	67.4%	69.3%	69.1%	71.9%	72.5%	+5.1%
Second to Third	56.2%	57.0%	58.5%	61.4%		+5.2%
Third to Fourth	50.9%	53.1%	53.7%			+2.8%

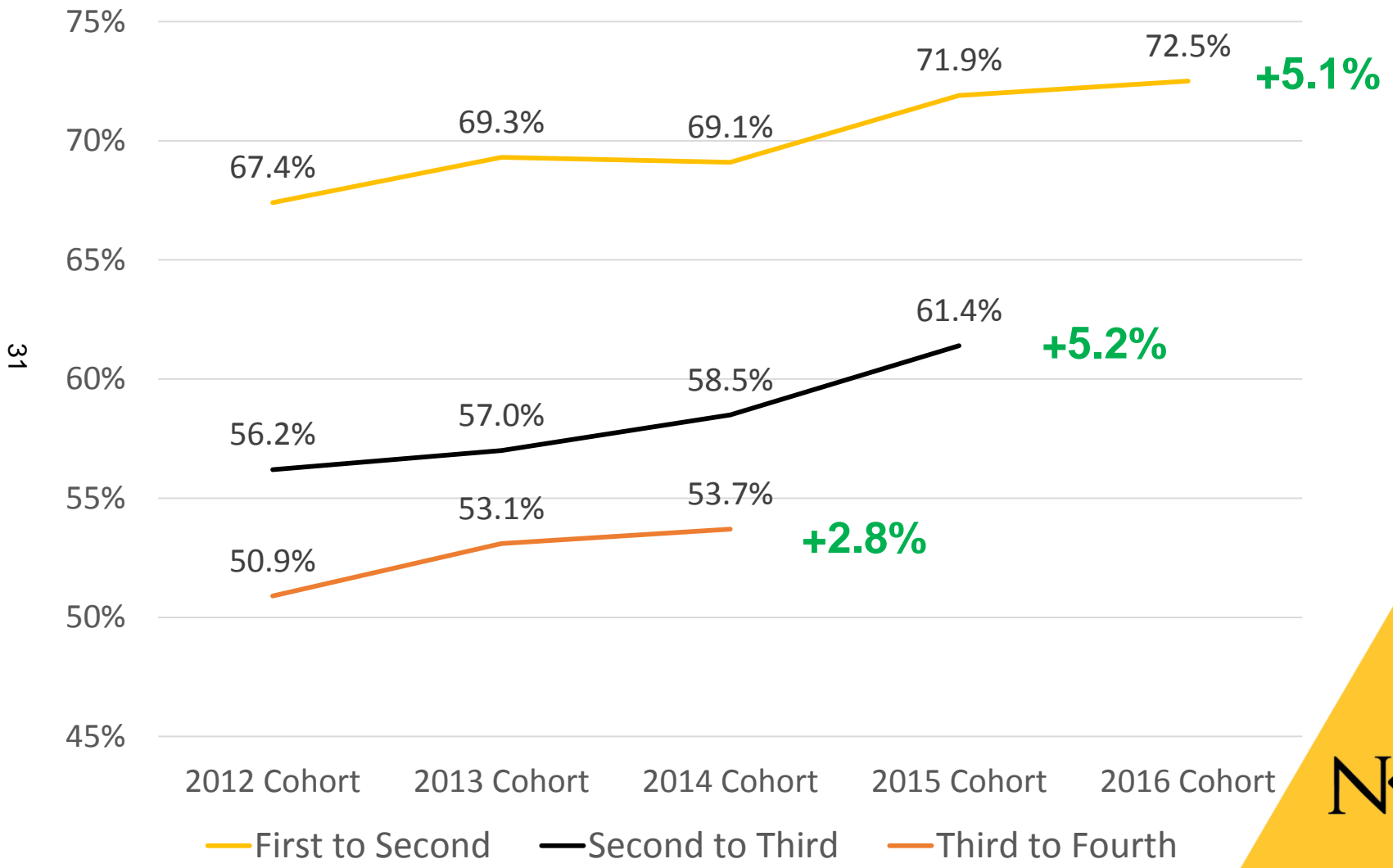— First to Second — Second to Third — Third to Fourth

NKU

Northern Kentucky University

Six-Year Graduation Rate: This metric measures the percent of first-time, full-time bachelor degree seeking students who graduate with a bachelor's degree in six years. This metric is important because timely completion leads to higher student success.

Performance Metric	Trend				Baseline 2015-16	2016-17*	Percent Change from 2011-12 to Baseline	Target 2020-21	Percent Change from Baseline to Target
	2011-12	2012-13	2013-14	2014-15					
6-Year Grad. Rate	36.9%	37.7%	36.3%	39.8%	37.6%	39.4%	1.8%	45.0%	19.7%
Low-income	28.4%	28.2%	25.8%	29.1%	30.3%	28.0%	6.7%	39.0%	28.7%
URM	28.1%	29.4%	22.6%	37.9%	23%	27.4%	-17.9%	39.0%	69.6%
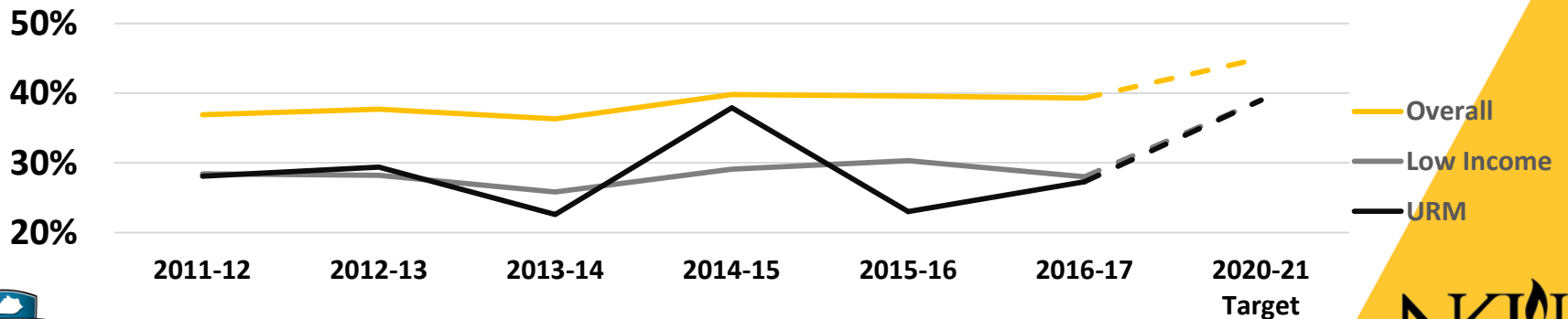
NKU projecting to decrease performance gaps

Baseline   Targets

	AY 15-16	AY 16-17	AY 17-18	AY 18-19	AY 19-20	AY 20-21
Graduation Rates						
6.b. Six-year Graduation Rate (Total):	37.6%	39.4%				45.0%
6.b. Six-year Graduation Rate (Low Income):	30.3%	28.0%				39.0%
6.b. Six-year Graduation Rate (URM):	23.0%	27.4%				39.0%
1st to 2nd Year Retention						
6.c. First- to Second-Year Retention (Total):	71.9%	72.5%				77.0%
6.c. First- to Second-Year Retention (Low Income):	64.4%	64.2%				71.0%
6.c. First- to Second-Year Retention (URM):	69.5%	72.4%				75.0%

	AY 15-16	AY 16-17	AY 17-18	AY 18-19	AY 19-20	AY 20-21
Graduation Rates Gaps						
6.b. Six-year Graduation Rate (Total):	-					-
6.b. Six-year Graduation Rate (Low Income):	7.3%	11.4%				6.0%
6.b. Six-year Graduation Rate (URM):	14.6%	12%				6.0%
1st to 2nd Year Retention Rate Gaps						
6.c. First- to Second-Year Retention (Total):	-					-
6.c. First- to Second-Year Retention (Low Income):	7.5%	8.3%				6.0%
6.c. First- to Second-Year Retention (URM):	2.4%	0.1%				2.0%

Yearly Progression towards Degree
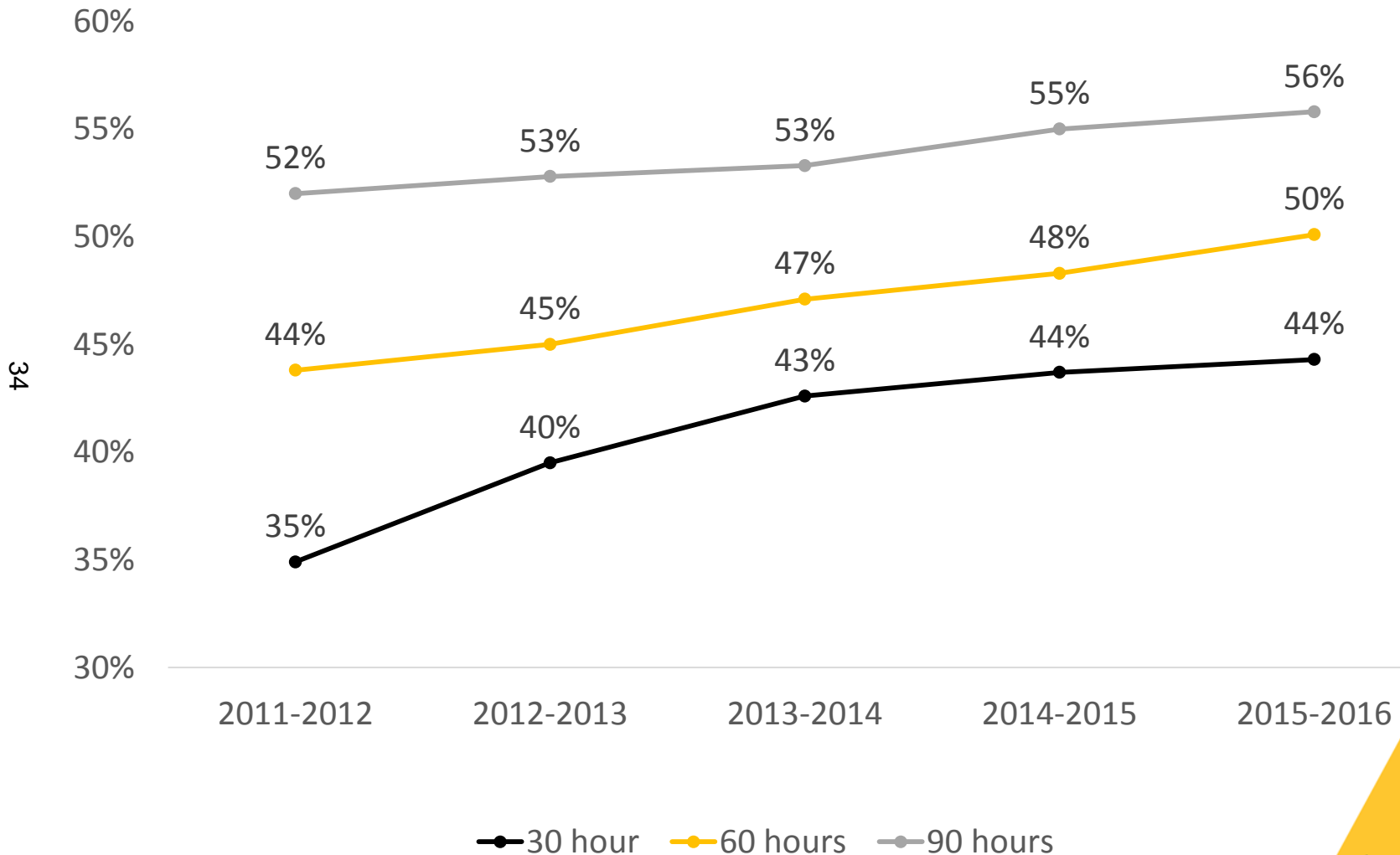
Northern Kentucky University

Average Number Credits Earned : This metric measures the number of credit hours earned by bachelor's degree graduates. This metric is important because fewer hours accumulated above program requirements leads to decreased cost and more timely completion for the student.

Performance Metric	Trend Data			Baseline 2015-16	2016-17	Target 2020-21
	2012-13	**2013-14**	**2014-15**			
Avg. Credit Hrs. Earned	139.7	139	138.8	137.8	134.9	135.7

Note: The current median average credit hours for NKU is 131.

Northern Kentucky University

Academic Quality and Excellence: These metrics promote academic excellence through improvements in teaching and learning.

- *Undergraduate Research & Creative Works:* The percent of students graduating with a baccalaureate degree that has participated in an institutional-level undergraduate research/creative experience: Peer-reviewed presentation/publication, exhibition/performance or a mentored out of class presentation.

- *Faculty Development and Training:* The total number of hours of training the faculty has received each year related to pedagogical development and other relevant topics.

Performance Metric	Baseline 2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Academic Quality (Undergraduate Research & Creative Works)	30.5%	31.5%				
Academic Excellence (Faculty Development & Training)	*(#, Avg)					

Note: Targets are not required for these metrics

*include the number of faculty participating in the training and the average number of hours completed by faculty.

SUCCESS

STRONGER by degrees

NKU

HEALTH INNOVATION CENTER

Coming Fall 2018

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NKU

IMPACT

What Are We Doing to Increase Impact?

- Institutional metrics
  - Degrees
  - Internships/Co-ops/ Clinical Experiences
- Institutional effectiveness

Northern Kentucky University

Degrees Awarded: These metrics measure the number of Bachelor's Degrees and Graduate/Professional Degrees awarded. This metric is important because Kentucky must increase statewide educational attainment to create a better educated workforce and improve economic opportunity for our citizens.
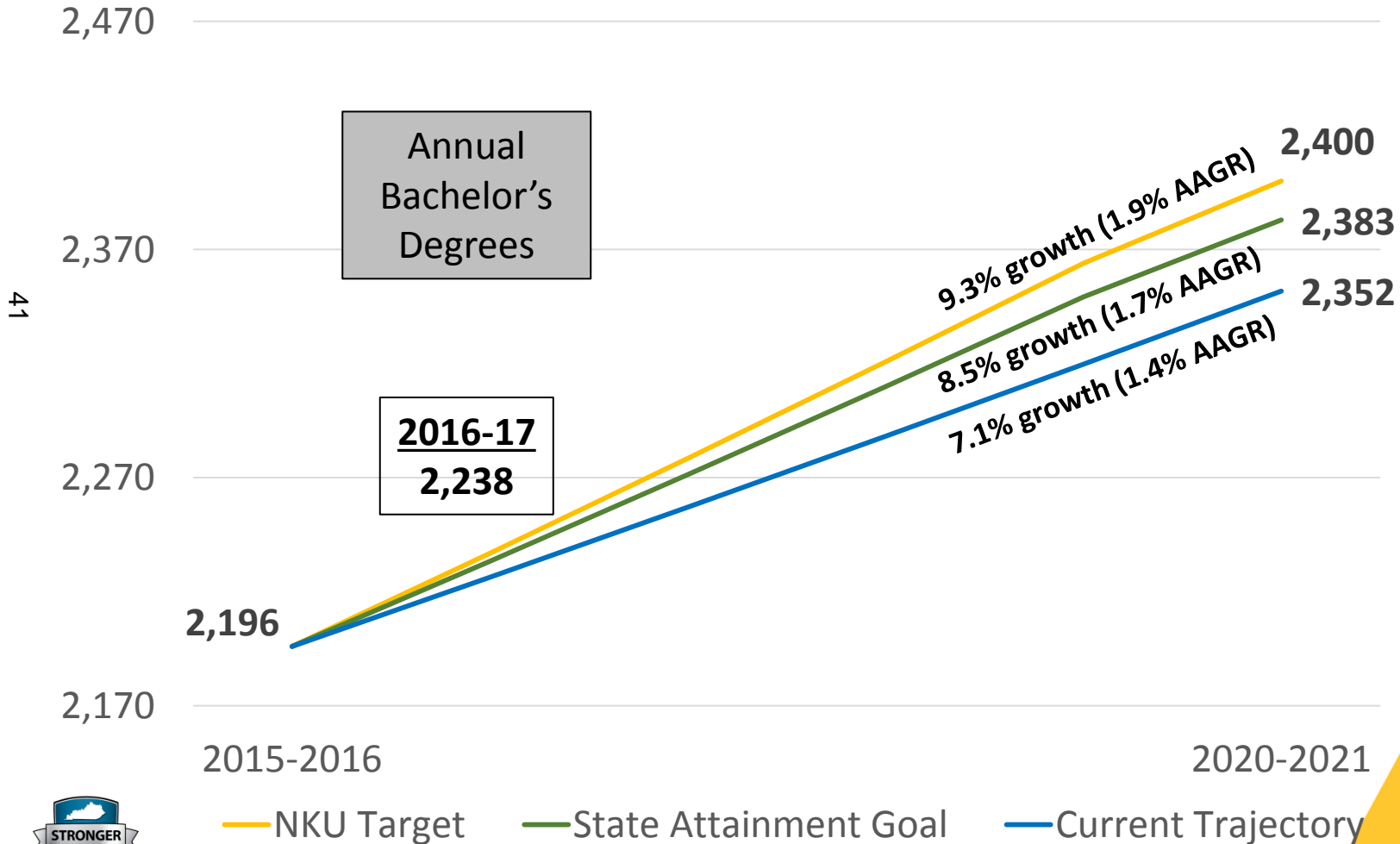
Performance Metric	Trend Data				Baseline 2015-16	Percent Change from 2011-12 to Baseline	2016-17	Target 2020-21	Percent Change from Base To Target
	2011-12	2012-13	2013-14	2014-15					
Bachelor's Degrees	1,980	2,109	2,143	2,214	2,196	10.9%	2,238	**2,400**	9.3%
Low Income	855	942	962	1,071	1,038	21.4%	1,040	**1,050**	1.2%
URM	139	132	183	185	209	50.4%	246	**230**	10%
STEM+H	486	572	587	648	672	38.3%	722	**750**	11.6%
Graduate/ Professional Degrees	661	653	687	699	599	-9.4%	561	**660**	10.2%

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STRONGER by degrees

NKU

Northern Kentucky University

To meet the statewide educational attainment goal of 60% by 2030, the number of degrees and credentials produced in Kentucky needs to grow by approximately 8.5% by year 2020-21 (This is a 1.7% avg. annual growth in bachelor's degree production).

Annual Bachelor's Degrees

2016-17
2,238

2,196

9.3% growth (1.9% AAGR) — 2,400
8.5% growth (1.7% AAGR) — 2,383
7.1% growth (1.4% AAGR) — 2,352

2015-2016   2020-2021

— NKU Target   — State Attainment Goal   — Current Trajectory

Northern Kentucky University

IMPACT

Internships/Co-ops/Clinical Experiences: This metric measures the percent of students completing a bachelors degree who completed an internship, co-operative work experience, or clinical learning experience. This metric is important because students who have completed these experiences are more likely to complete their degrees, and increase their employability in the workforce.

Performance Metric	Baseline	2016-17	2017-18	2018-19	2019-20	2020-21
Internships/ Co-ops/ Clinical Experiences	44.0%	43.3%				

Note: Targets are not required for these metrics

Lean Organization

NKU has consistently, year after year, had some of the leanest staffing patterns of all KY regional universities.

- NKU has the **lowest** staff to student ratio among all KY regional universities.

- If NKU were staffed commensurately with the average of other KY regionals (not including KSU), **we would have 190 more employees**.

- NKU has the greatest **dependence on part-time faculty** relative to the number of full-time faculty among all KY regional universities.

- As a result of long-standing financial constraints, NKU operates with **fewer staff, faculty, and administrators**

NKU

Summary

- Challenges/Obstacles
  - Overall Enrollment continues to decline, although smallest annual decline over the last five years
  - This will begin to impact our ability to increase the number of bachelor's degree awarded
  - NKU operates with fewer staff, faculty, and administrators
  - State Budget and KERS

- Celebrations/Triumphs
  - Retention, Persistence, and Graduation rates continue to increase while anticipating reducing performance gaps
  - Enhancements to the Student Experience and potential growth in enrollment

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With an **unstoppable spirit**, we break barriers, transform lives, shine a light across our region and beyond, and change the world.

CONTACT INFO

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Northern Kentucky University

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QUESTIONS?

Stronger by Degrees:
Kentucky State University Annual Report

President M. Christopher Brown will present Kentucky State University's annual report to the Council. The report will highlight the baseline data compiled for the 2016-21 Strategic Agenda and KSU's long-term and short-term goals to meet their targets over the five-year plan.

Background

On June 3, 2016, the Council on Postsecondary Education approved the 2016-21 Strategic Agenda for Postsecondary and Adult Education titled, *Stronger by Degrees: A Plan to Create a More Educated & Prosperous Kentucky*. This Agenda identifies high-level objectives, strategies, and metrics that will help improve college readiness and enrollment produce more certificates and degrees aligned with workforce needs, and ensure postsecondary institutions work closely with local communities to enhance their standard of living and quality of life. Additionally, it focuses not only on the short-term actions necessary to address the state's most pressing challenges, but on long-term solutions as well.

Accountability in higher education is a shared responsibility among the institutions and the Council on Postsecondary Education that includes common goals and objectives, measured results, and a focus on continuous improvement. Annually, each public 4-year campus, KCTCS, KYAE and AIKCU will provide the Council with an update on their progress in three areas of the agenda: Opportunity, Success & Impact.

Institutional Scorecard
Kentucky State University

OPPORTUNITY		Baseline 2014-15	Target 2019-20	% Change Base to Target
Progress of Underprepared Students -- English	-	64.7%	65.0%	0.5%
Progress of Underprepared Students --Mathematics	-	43.2%	50.0%	15.8%

SUCCESS	2011-12	Baseline 2015-16	Target 2020-21	% Change Base to Target
First- to Second-Year Retention	46.3%	59.2%	70.0%	18.3%
Low Income	47.8%	60.5%	70.0%	15.7%
Underrepresented Minority	46.2%	60.3%	70.0%	16.1%
Six-Year Graduation (Bachelor Degree)	13.1%	20.6%	30.0%	45.7%
Low Income	12.1%	20.3%	30.0%	47.9%
Underrepresented Minority	12.6%	20.1%	30.0%	49.1%
Average Credit Hours Earned	146.3 (2012-13)	142.3	120.0	-15.7%
Academic Quality: Undergraduate Research & Creative Works	-	TBD	NA	-
Academic Excellence: Faculty Development & Training	-	TBD	NA	-

IMPACT	2011-12	Baseline 2015-16	Target 2020-21	% Change Base to Target
Bachelor's Degrees Awarded	229	276	320	15.9%
Low Income	166	211	220	4.3%
Underrepresented Minority	148	160	170	6.3%
STEM+H	59	65	65	0.0%
Graduate/Professional Degrees Awarded	64	45	60	33.3%
Internships/Co-ops/Clinical Experiences	-	TBD	NA	-

DIVERSITY SPECIFIC METRICS

DIVERSITY ENROLLMENT	2013-14	Baseline 2015-16	Target 2020-21	% Change Base to Target
Undergrad Black, Non-Hispanic Only	56.4%	51.9%	45.0%	-13.3%
Undergrad Hispanic or Latino	1.3%	3.2%	5.0%	55.8%
Undergrad URM	60.1%	58.0%	60.0%	3.5%
Grad URM	54.6%	47.1%	50.0%	6.3%

DIVERSITY WORKFORCE	2014-15	Baseline 2015-16	Target 2020-21	% Change Base to Target
Tenured/Tenure Track Full-Time Faculty	30.2%	33.7%	45.0%	33.7%
Management Occupations	70.5%	69.4%	70.0%	0.9%

ANNUAL UNIVERSITY REPORT

PRESENTED TO THE
COUNCIL ON POSTSECONDARY EDUCATION

INSTITUTIONAL PROFILE

• In 2017, nearly 71% of KSU undergraduates are Kentucky residents.

• In 2016, more than 32% of students will be the first in their families to earn a college degree.

• 79% of 2016 KSU graduates were either first generation, low-income, or both.

• 72% KSU graduates are employed in KY within one (1) year of graduation.

Nearly **71%**

KENTUCKY STATE UNIVERSITY
OPPORTUNITY

PERFORMANCE METRIC	2014 -15* (ENDS FALL 15)	2015 -16 (ENDS FALL 16)	TARGET 2019 -20 (ENDS FALL 2020)
PROGRESS OF UNDERPREPARED STUDENTS (ENGLISH)	64.7% (97/150)	84.8% (67/79)	65%
PROGRESS OF UNDERPREPARED STUDENTS (MATHEMATICS)	43.2% (76/176)	81% (90/111)	50%

* BASELINE IS 14-15 RATHER THAN 15-16 DUE TO DATA AVAILABILITY FOR THIS METRIC

PROGRESS OF UNDERPREPARED STUDENTS:

This metric measures the percent of underprepared Math/English students who complete a credit bearing course by the end of the fall semester a year after entry. This metric is important because students who are underprepared face more challenges progressing towards degree.

NOTE: PRELIMINARY STATEWIDE CO-REQUISITE PILOTS INDICATE SUCCESS RATES OF 70% IN ENGLISH AND 60% IN MATH.

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OPPORTUNITY

• One out of five entering 2016 freshmen had at least one (1) developmental need and more than 100 students had two (2) or more developmental needs.

• Low-income students make up 60% of the undergraduate population.

• URM students account for 52% of the undergraduate population.

• Adult learners are choosing KSU and earning degrees. KSU serves almost 200 transfer students each year and more than half of KSU graduates are over the age of 25.

KSU IS PROUD TO BE A SCHOOL OF OPPORTUNITY for Kentucky residents, including those who are underprepared, low-income, under-represented, and non-traditional.

OPPORTUNITY

• While we will continue to serve the underprepared students in our region, we are working to reduce the number of admitted students with multiple developmental course needs.

• In fall 2016, we enrolled 5% fewer students with multiple developmental needs than the previous year and 6% fewer than in 2014.

As a school of opportunity with a commitment to serve the distressed counties in our service region,

KSU WILL CONTINUE TO SERVE STUDENTS WHO ARE UNDERPREPARED.

OPPORTUNITY

- More than 700 students in fall 2016 from our service counties registered in an online course

- Offers five (5) fully online programs at the baccalaureate, master's, and doctoral levels

- Ranked 16th in 2017 US News and World Report for Regional Colleges South

- Ranked 3rd in 2017 US News and World Report for Top Public Schools South

- Ranked 29th in 2017 US News and World Report for HBCUs

KSU OFFERS INCREASED OPPORTUNITY to students in the service region with fully online degree programs and online courses.

KENTUCKY STATE UNIVERSITY

KENTUCKY STATE UNIVERSITY
SUCCESS

| PERFORMANCE METRIC	TREND DATA				BASELINE 2015 -16	2016 -17	TARGET 2020 -21	PERCENTAGE CHANGE FROM BASELINE TO TARGET
	2011 -12	2012 -13	2013 -14	2014 -15				
1ST TO 2ND - YEAR RETENTION	46.3%	46.8%	43.5%	58.9%	59.2%	67.7%	70%	18.3%
LOW INCOME	47.8%	52.3%	41.9%	58.3%	60.5%	72.7%	70%	15.7%
URM	46.2%	44.3%	42.2%	57.1%	60.3%	74.6%	70%	16.1%

This metric measures the percent of first-time full-time bachelor's degree seeking students who are retained in the fall of the second year. This metric is important because higher first year retention leads to higher graduation rates.

OVERALL ■
LOW INCOME ■
URM ■

KENTUCKY STATE UNIVERSITY

SUCCESS

PERFORMANCE METRIC	TREND DATA				BASELINE 2015 -16	2016 -17	TARGET 2020 -21	PERCENTAGE CHANGE FROM BASELINE TO TARGET
	2011 -12	2012 -13	2013 -14	2014 -15				
6 - YEAR RATE	13.1%	18.2%	20.1%	22.1%	20.6%	21.4%	30%	45.7%
LOW INCOME	12.1%	17.8%	19.7%	20.5%	20.3%	19.2%	30%	47.9%
URM	12.6%	18.8%	21.2%	23.1%	20.1%	21.8%	30%	49.1%
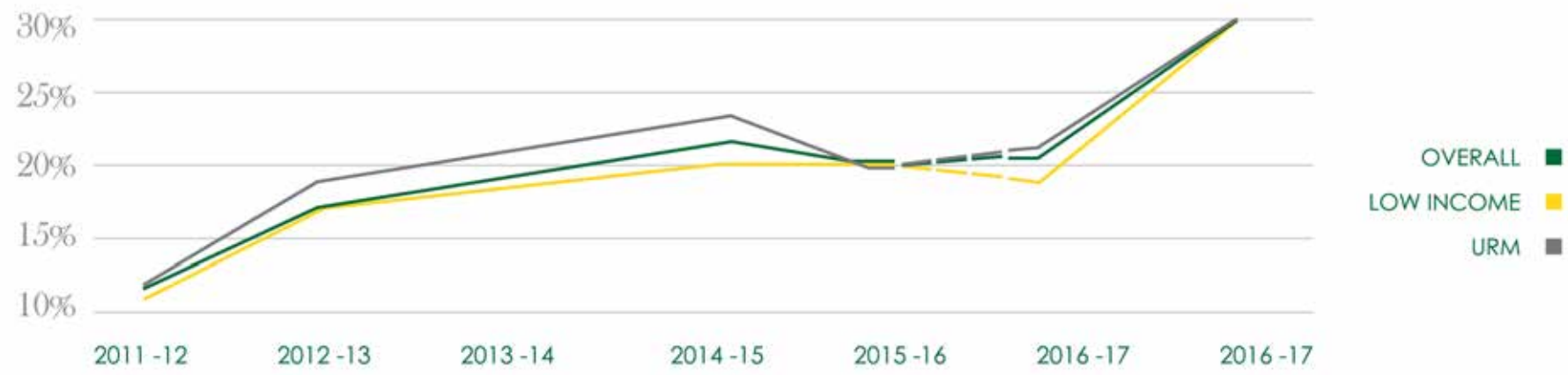
Legend: OVERALL, LOW INCOME, URM

SIX-YEAR GRADUATION RATE:
This metric measures the percent of first-time, full-time bachelor degree seeking students who graduate with a bachelor's degree in six years. This metric is important because timely completion leads to higher student success.

KENTUCKY STATE UNIVERSITY

SUCCESS

KSU HAS MADE PROGRESS in all areas of student success over the last five years:

2% INCREASE IN 4-YEAR GRADUATION RATES **(9%)**

4% INCREASE IN 5-YEAR GRADUATION RATES **(18%)**

3% INCREASE IN 6-YEAR GRADUATION RATES **(21%)**

15% INCREASE IN FRESHMEN RETENTION RATES **(67%)**

SUCCESS

AVERAGE NUMBER CREDITS EARNED: This metric measures the number of credit hours earned by bachelor's degree graduates. This metric is important because fewer hours accumulated above program requirements leads to decreased cost and more timely completion for the student.

PERFORMANCE METRIC	TREND DATA			BASELINE 2015 -16	2016 -17	TARGET 2020 -21
	2012 -13	2013 -14	2014 -15			
AVERAGE CREDIT HRS EARNED	146.3	140.3	141.7	142.3	140.3	120

NOTE: THE CURRENT MEDIAN AVERAGE CREDIT HOURS FOR KSU IS 138.

SUCCESS

PERFORMANCE METRIC	BASELINE 2015 -16	2016 -17	2017 -18	2018 -19	2019 - 20	2020 -21
ACADEMIC QUALITY UNDERGRADUATE RESEARCH & CREATIVE WORKS						
ACADEMIC EXCELLENCE FACULTY DEVELOPMENT & TRAINING	*(#, AVG)					

NOTE: TARGETS ARE NOT REQUIRED FOR THESE METRICS

NOTE: *INCLUDE THE NUMBER OF FACULTY PARTICIPATING IN THE TRAINING AND THE AVERAGE NUMBER OF HOURS COMPLETED BY FACULTY.

ACADEMIC QUALITY AND EXCELLENCE: These metrics promote academic excellence through improvements in teaching and learning.

• **UNDERGRADUATE RESEARCH AND CREATIVE WORKS:** The percent of students graduating with a baccalaureate degree that has participated in an institutional-level undergraduate research/ creative experience: Peer-reviewed presentation/publication, exhibition/ performance or a mentored out of class presentation.

• **FACULTY DEVELOPMENT AND TRAINING:** The total number of hours of training the faculty has received each year related to pedagogical development and other relevant topics.

SUCCESS
INITIATIVES

• Students who use the Academic Center for Excellence (ACE) have an **86%** retention rate.

• Students who use ACE have a higher GPA than their non ACE peers (**3.04** vs **2.76**).

• **89%** of the students who used academic coaching had an A, B, or C in their courses.

• Students who did not attend the supplemental instruction sessions had a **55%** DFW rate in comparison to **12%** DFW rate for those who attended one(1) - two (2) sessions and **0%** of students who attended three (3) sessions or more.

KENTUCKY STATE UNIVERSITY
IMPACT

PERFORMANCE METRIC	TREND DATA				BASELINE 2015-16	2016-17	TARGET 2020-21	PERCENTAGE CHANGE FROM BASELINE TO TARGET
	2011-12	2012-13	2013-14	2014-15				
BACHELOR'S DEGREE	229	206	272	270	276	315	320	15.9%
LOW INCOME	166	147	204	196	211	237	220	4.3%
URM	148	118	170	141	160	182	170	6.3%
STEM+H	59	68	48	59	65	70	65	0%
GRADUATE/ PROFESSIONAL DEGREES	64	50	49	52	45	40	60	33.3%

DEGREES AWARDED: These metrics measure the number of bachelor's degrees and graduate/professional degrees awarded. This metric is important because Kentucky must increase statewide educational attainment to create a better educated workforce and improve economic opportunity for our citizens.

IMPACT

INTERNSHIPS/CO-OPS/CLINICAL EXPERIENCES: This metric measures the percent of students completing a bachelors degree who completed an internship, co-operative work experience, or clinical learning experience. This metric is important because students who have completed these experiences are more likely to complete their degrees, and increase their employability in the workforce.

PERFORMANCE METRIC	BASELINE	2016 -17	2017 -18	2018 -19	2019 - 20	2020 -21
INTERNSHIPS / CO-OPS / CLINICAL / EXPERIENCES	76.7%	78.1%				

NOTE: TARGETS ARE NOT REQUIRED FOR THESE METRICS

IMPACT
AWARDED

- **KSU** graduates contribute to the Commonwealth's economy by working in Kentucky after graduation.

- 72% of **KSU** degree holders are employed in KY after graduation.

- 89% of **KSU** associate graduates are employed in KY vs. 83% state 4-year public comprehensive institutions.

- 71% of **KSU** baccalaureate graduates are employed in KY vs. 73% state 4-year public comprehensive institutions.

- 87% of **KSU** master's graduates are employed in KY vs. 72% state 4-year public comprehensive institutions.

(SOURCE: KCEWS)

KENTUCKY STATE UNIVERSITY

IMPACT/ROI
STATE EMPLOYMENT

66.7%
EDUCATION
1st among state's public institutions

100%
HEALTH
2nd among state's public institutions

55.6%
ARTS & HUMANITIES
1st among state's comprehensives

58.6%
BUSINESS & COMMUNICATION
1st among state's comprehensives

69.4%
SOCIAL AND BEHAVIOR SCIENCE, & HUMAN SERVICES
1st among state's public institutions

71.4%
SCIENCE, TECHNOLOGY, ENGINEERING & MATH (STEM)
1st among state's public institutions

Overall = 66.8% | Source = KCEWS

KENTUCKY STATE UNIVERSITY

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Council on Postsecondary Education
February 2, 2018

Kentucky State University
Management and Improvement Plan Update

Background Information

The 2016-18 budget bill, HB 303, required Kentucky State University to submit to the Interim Joint Committee on Appropriations and Revenue:

"[A] four-year management improvement plan with annual goals and measurable metrics to meet those goals. Due by December 1, 2016, the management and improvement plan and all goals shall include performance standards established in consultation with the Council on Postsecondary Education, and shall be subject to the approval of the Council."

The legislation also requires KSU to provide an update on the institution's progress toward achieving the goals and performance standards identified in the management and improvement plan by December 1 each year.

At its November 18, 2016 meeting, the Council delegated authority to the Executive Committee to review and approve the KSU plan on the Council's behalf. The Executive Committee met and approved the plan on November 30, 2016. KSU formally submitted its 2018-2021 Management Plan to the Interim Joint Committee on Appropriations and Revenue on December 1, 2016.

Annual Progress Update

Attached is a copy KSU's first annual Management and Improvement Plan Update, which was submitted to the Interim Joint Committee on Appropriations and Revenue by December 1, 2017, as required by HB 303. The update includes information regarding KSU's continuing efforts to improve institutional effectiveness and efficiency.

Staff has asked KSU officials to present information and answer questions regarding their Management and Improvement Plan Update. No Council action is required.

KENTUCKY STATE UNIVERSITY

HOUSE BILL 303 (2016)

MANAGEMENT AND IMPROVEMENT PLAN UPDATE

DECEMBER 1, 2017

M. CHRISTOPHER BROWN II, Ph.D.
President

UNIVERSITY LEADERSHIP

KENTUCKY STATE UNIVERSITY REPORT CARD

FALL ENROLLMENT
Fall 2017 enrollment increased 12 percent.

A

FALL TO FALL RETENTION
Current retention rate increased by 8 percent.

B

COHORT STUDENTS RETURNING FOR THE THIRD YEAR
Current rate slightly decreased by 0.7 percent.

D

GROSS TUITION AND FEES REVENUE
Current number exceeds target by $300,000.

C

YEAR END UNRESTRICTED NET ASSETS EXCLUDING PLANT NET OF COMP ABSENCES AND PENSIONS
Data not available pending final audit.

N/A

PRIMARY RESERVE RATIO
Current ratio is slightly higher than the target by 0.06 points.

C

VIABILITY RATIO
Current ratio is higher than the target by 1.19 points.

C

RETURN ON NET ASSETS RATIO
Current ratio is higher than the target by 5.03 points.

B

NET OPERATING REVENUES RATIO
Current ratio is higher than the target by 1.03 points.

C

COMPOSITE FINANCIAL INDEX
Current index is higher than the target by 1.73 points.

C

OVERVIEW

Kentucky State University is pleased to provide an update on continuing efforts to improve institutional effectiveness and efficiency. In 2016, the General Assembly of the Commonwealth of Kentucky enacted HB 303, directing the institution to collaborate with the Council on Postsecondary Education to advance measurable goals and metrics demonstrating sustained progress. The approved plan aligned the campus strategic and enrollment management plans with expected outcomes to ensure public accountability. To further illustrate activities, we have added a report card to facilitate transparency.

Kentucky State University is a comprehensive land-grant university committed to impacting individuals, improving the Commonwealth, and influencing society by providing the quality teaching, applied research, and educational services required to thrive in a diverse global environment. With 131 years of service to the Commonwealth, we are poised to employ new strategies to sustain the expectations envisioned in the University's statutory charter.

The data included illustrates how Kentucky State University is implementing the fundamental principles of excellence, transparency, accountability, and student-centeredness in our daily work and collaborative efforts. These principles are guiding the campus as we pursue our ambitious vision of transforming Kentucky State University into an innovative, outcomes-based institution for the Commonwealth and beyond.

Kentucky State University has reversed the previous declines in student headcount and full-time equivalent (FTE) student enrollment. The historic loss of enrollment due to nonpayment of bill balances is diminishing, but the challenge of assisting low-income and first-generation college students close the financial gap persists. Notwithstanding, Kentucky State University has enjoyed the benefits of several key investments in recruitment, admissions, and student engagement.

The loss in student enrollment resulted in concomitant declines in gross billable tuition and fee revenue combined with reductions in state appropriations. This pattern conjoined with an aging infrastructure and increasing maintenance costs resulted in a spending deficit over a series of years. This report posts a positive net assets ratio resulting from no utilization of the reserve fund balance.

Internal reporting reveals a 12 percent increase in total enrollment over the last academic year, historic gains in retention, currently at 67 percent for first-year students and a stabilized rate of 43 percent for third-year students. Pre-audit data indicates that the university's primary reserve, net asset return and operating ratios exceed thresholds. Additionally, viability ratios have increased by nearly two percentage points over the last measured period.

Kentucky State University's promise to our students, the Commonwealth, our nation, and the world is to provide an education that provides opportunity for quality work and productive lives. We have sharpened our focus to concentrate on brand identity, academic excellence and research, student success, strategic enrollment growth, economic development and community outreach, and philanthropic giving and alumni engagement. This report provides evidence of Kentucky State University's areas of improvement, recent successes, and overall opportunity advancing forward.

3

INSTITUTIONAL GROWTH OUTCOMES DATA

FALL UNDERGRADUATE ADMISSION

	2015	2016	2017
First-Time Freshman Applied	4,768	4,622	3,505
First-Time Freshman Admitted	1,808	1,657	1,549
First-Time Freshman Enrolled	210	204	317
Average ACT Comp	19	19	18
Average HS GPA	3.0	3.0	2.9

FALL ENROLLMENT

	2015	2016	2017
Total Enrollment	1,586	1,736	1,926
Undergraduate	1,433	1,568	1,757
Graduate	153	168	169
Full-Time	1,192	1,143	1,219
Part-Time	394	593	707
FTE (Full-Time + 1/3 Part-Time)	1,323	1,341	1,455
Female	922	1,048	1,136
Male	664	688	790
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Nonresident Alien	17	22	34
Other Races	252	478	600
In-State	1,087	1,258	1,374
Out-of-State	499	478	552
Age 24 or younger	71%	71%	75%
Age 25 or older	29%	29%	25%

FIVE LARGEST FALL ENROLLMENT BY STATE

	2015	2016	2017
Kentucky	1,005	1,243	1,242
Ohio	120	111	149
Michigan	91	78	119
Illinois	103	89	102
Indiana	70	64	80

4

FALL ENROLLMENT BY SERVICE COUNTY

	2015	2016	2017
Anderson	56	51	53
Franklin	246	455	356
Henry	54	93	67
Owen	13	9	104
Scott	28	32	27
Shelby	36	75	27

DEGREES AWARDED

	2014-15	2015-16	2016-17
Associate Degrees	62	43	43
Bachelor Degrees	270	276	315
Master's Degrees	52	45	40
Certificate			3
Total Degrees Awarded	384	364	401

TOP TEN ENROLLMENT BY KY COUNTY

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Franklin	246	455	356
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Knott	17	24	21

5

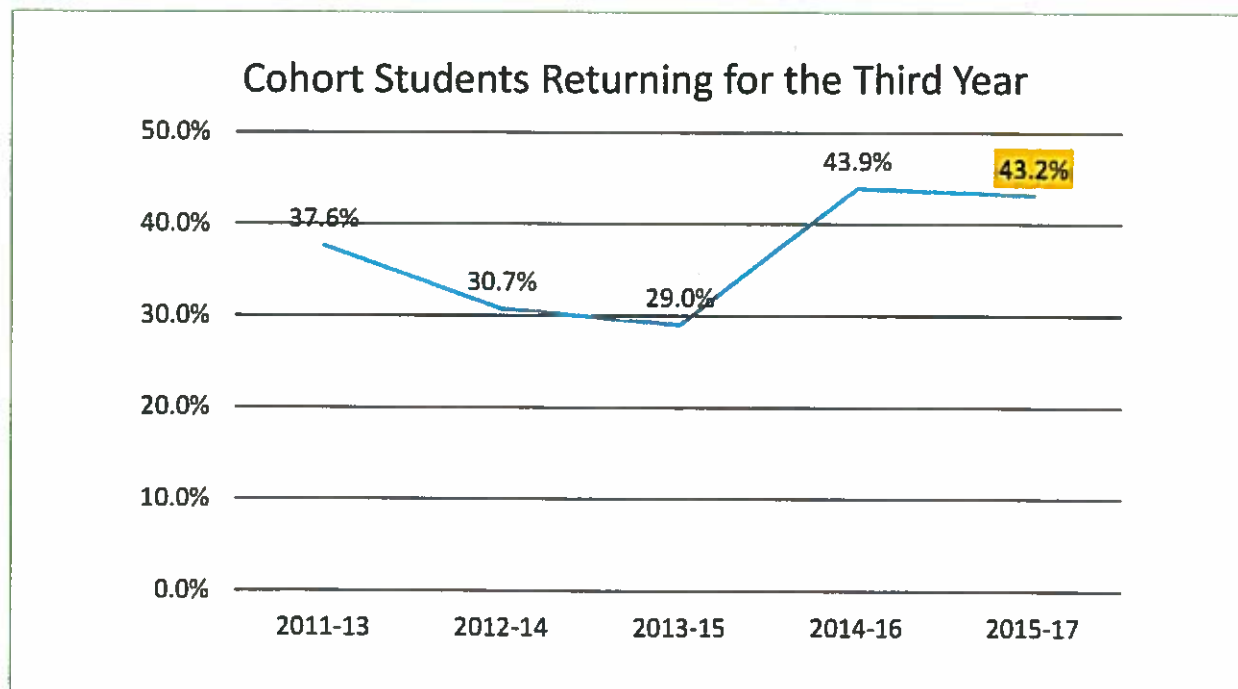**FALL ENROLLMENT -** Kentucky State University's Fall 2017 total enrollment increased 12 percent over the previous year's yield, bolstered by a 160 percent increase in first-year student enrollment. Sector data from several peer institutions in neighboring states suggests Kentucky State University is at or above national enrollment trends among historically black and minority-serving institutions.

Fall Headcount

Year	Headcount
Fall 2013	2533
Fall 2014	1895
Fall 2015	1586
Fall 2016	1725
Fall 2017	1926

6

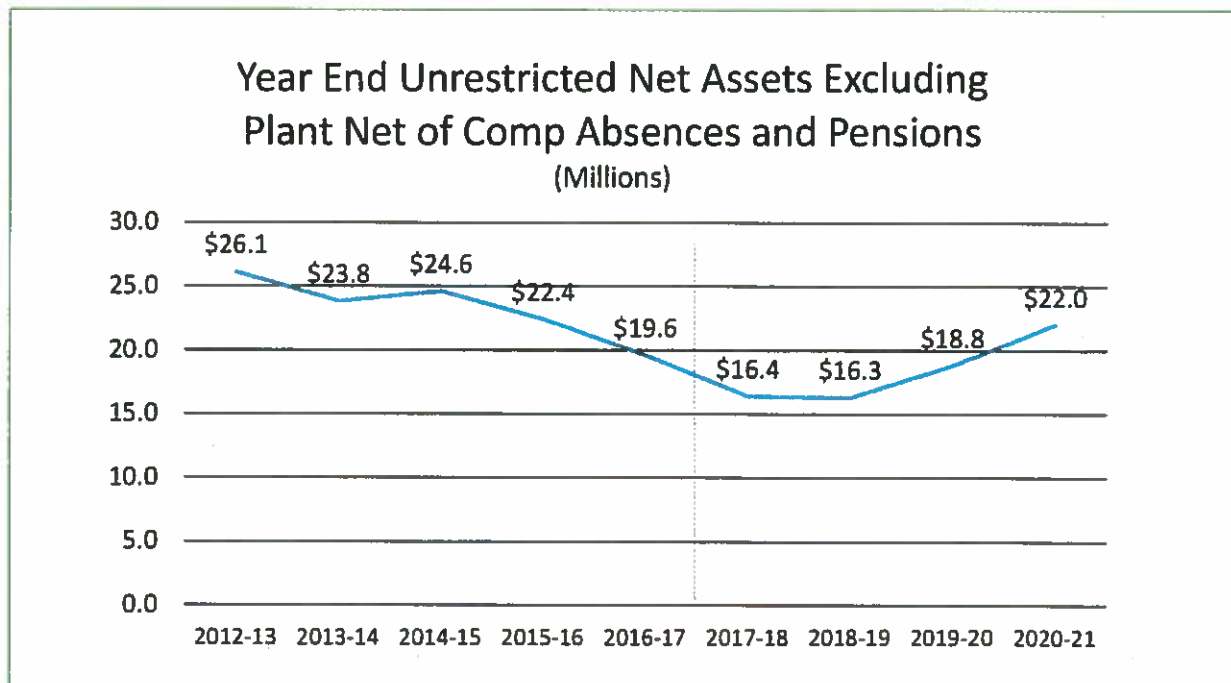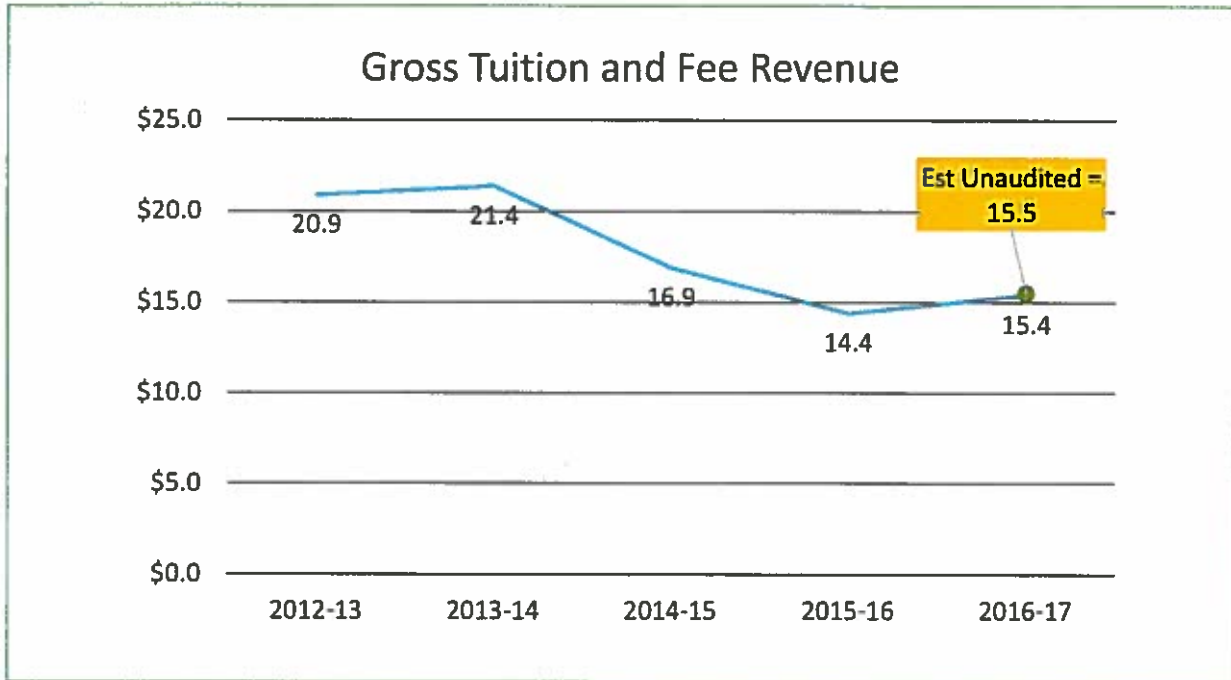**RETENTION -** Students persisting from freshman to sophomore year at Kentucky State University increased from eight percent to 67 percent overall. Attributable to this success is key awareness campaigns in financial aid application submissions and streamlined processes for registration. This is the highest total in the university's recent history, and is a primary element in Kentucky State University's positive prospects for revenue and margin ratios. Rates for third-year students remained stable at 43 percent, which is nearly double the rate for the 2013-2015 period.

Fall to Fall Retention

Year	Rate
2012-13	47.1%
2013-14	43.5%
2014-15	60.2%
2015-16	59.2%
2016-17	67.7%

Cohort Students Returning for the Third Year

Year	Rate
2011-13	37.6%
2012-14	30.7%
2013-15	29.0%
2014-16	43.9%
2015-17	43.2%

REVENUE - Gross tuition and fee revenues increased this year by an estimated $1 million to $15.4 million (unaudited). As the university is two years from its next accreditation reaffirmation review period, this statistic is an essential part of Kentucky State University's capacity in the view of our accrediting agency and within federal financial and credentialing monitoring standards. Data on pension liability remains uncertain pending gubernatorial mandate.

Gross Tuition and Fee Revenue

Est Unaudited = 15.5

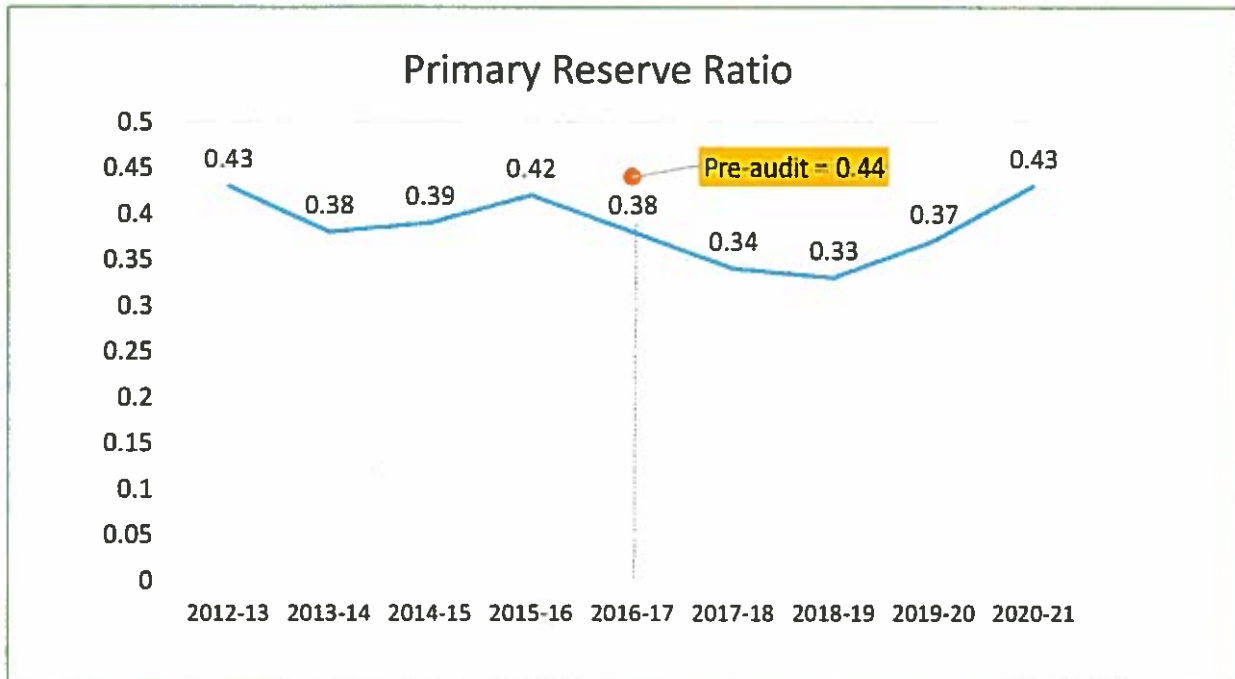| Year	Value
2012-13	20.9
2013-14	21.4
2014-15	16.9
2015-16	14.4
2016-17	15.4

Year End Unrestricted Net Assets Excluding Plant Net of Comp Absences and Pensions
(Millions)

Year	Value
2012-13	$26.1
2013-14	$23.8
2014-15	$24.6
2015-16	$22.4
2016-17	$19.6
2017-18	$16.4
2018-19	$16.3
2019-20	$18.8
2020-21	$22.0

8

FINANCIAL RATIOS - Kentucky State University presents a mixed picture of growth in areas of expenditures, assets and revenues. While our tuition and enrollment based revenues are increasing, disparities continue to exist between our liquid and capital assets and associated expenses. This is not an unusual occurrence for many small liberal arts campuses and particularly in Kentucky; where high school graduation rates have steadily risen, but college readiness among the graduates has declined. As Kentucky State University slowly works to increase its standards of admission against rising costs, data associated with revenues against capital and non-operating expenditures will require shifts in institutional spending priorities and legislative funding formulas.

Primary Reserve Ratio

Year	Value
2012-13	0.43
2013-14	0.38
2014-15	0.39
2015-16	0.42
2016-17	0.38 (Pre-audit = 0.44)
2017-18	0.34
2018-19	0.33
2019-20	0.37
2020-21	0.43

Viability Ratio

Year	Value
2012-13	3.72
2013-14	3.80
2014-15	4.00
2015-16	4.37
2016-17	4.85 (Pre-audit = 6.04)
2017-18	5.30
2018-19	6.83
2019-20	10.82
2020-21	19.34

9

Net Operating Revenues Ratio

Composite Financial Index

SUMMARY

As required in HB 303, this submission is Kentucky State University's annual report of the prior year's financial results. The data illustrates changes in unrestricted net assets and changes in measures that create the Composite Financial Index. Additionally, this report documents the actual results for each measurable goal.

Kentucky State University's achievement in meeting the metrics set forth by the General Assembly and the Council on Postsecondary Education provides the information necessary to evaluate funding needs for the Institution and have confidence in the path to stability that the University will follow. Kentucky State University is racing toward achievement of all benchmarks.

METRIC — TARGETS AND ACHIEVEMENTS

	ACTUAL 2015-16	UNAUDITED 2016-17	PROJECTED 2017-18	PROJECTED 2018-19	PROJECTED 2019-20	PROJECTE 2020-21
Enrollment	1,586	1,736	1,800	1,950	2,100	2,100
Primary Reserve Ratio	0.42	0.44	0.34	0.33	0.37	0.43
Viability Ratio	4.37	6.04	5.30	6.83	10.82	19.34
Return on Net Assets Ratio	-2.89%	2.60	-1.43%	-0.41%	0.30%	0.89%
Net Operating Revenues Ratio	-5.26	2.91	-2.22	-0.61	0.43	1.26
Composite Financial Index	4.08	6.25	5.02	6.52	10.12	17.54
Use of Reserve for Ongoing Expenses	($3,083,960)	$0	$0	$0	$0	$0

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KENTUCKY STATE UNIVERSITY
400 EAST MAIN STREET
FRANKFORT, KY 40601

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KENTUCKY STATE UNIVERSITY

HOUSE BILL 303 (2016)

MANAGEMENT AND IMPROVEMENT PLAN UPDATE

M. CHRISTOPHER BROWN II, Ph.D.
President

KENTUCKY STATE UNIVERSITY REPORT CARD

	Grade
FALL ENROLLMENT *Fall 2017 enrollment increased 12 percent.*	**A**
FALL TO FALL RETENTION *Current retention rate increased by 8 percent.*	**B**
COHORT STUDENTS RETURNING FOR THE THIRD YEAR *Current rate slightly decreased by 0.7 percent.*	**D**
GROSS TUITION AND FEES REVENUE *Current number exceeds target by $300,000.*	**C**
YEAR END UNRESTRICTED NET ASSETS EXCLUDING PLANT NET OF COMP ABSENCES AND PENSIONS *Data not available pending final audit.*	**N/A**

	Grade
PRIMARY RESERVE RATIO *Current ratio is slightly higher than the target by 0.06 points.*	**C**
VIABILITY RATIO *Current ratio is higher than the target by 1.19 points.*	**C**
RETURN ON NET ASSETS RATIO *Current ratio is higher than the target by 5.03 points.*	**B**
NET OPERATING REVENUES RATIO *Current ratio is higher than the target by 1.03 points.*	**C**
COMPOSITE FINANCIAL INDEX *Current index is higher than the target by 1.73 points.*	**C**

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KENTUCKY STATE UNIVERSITY

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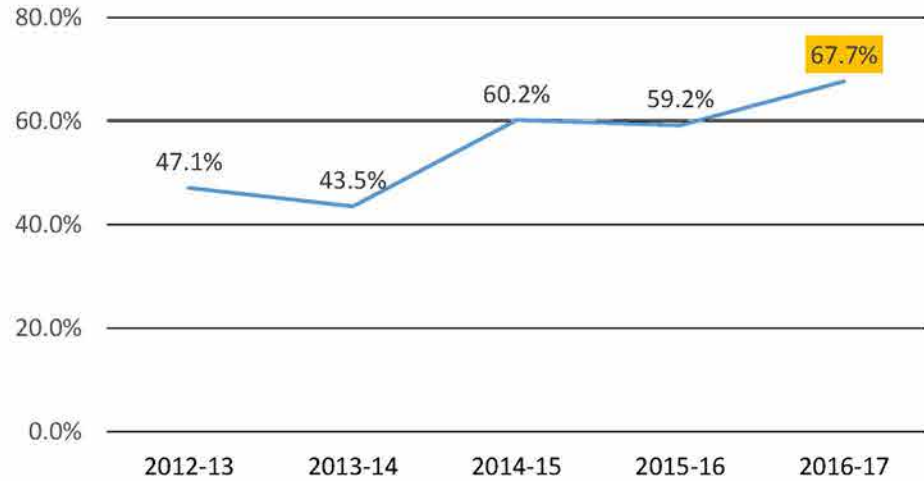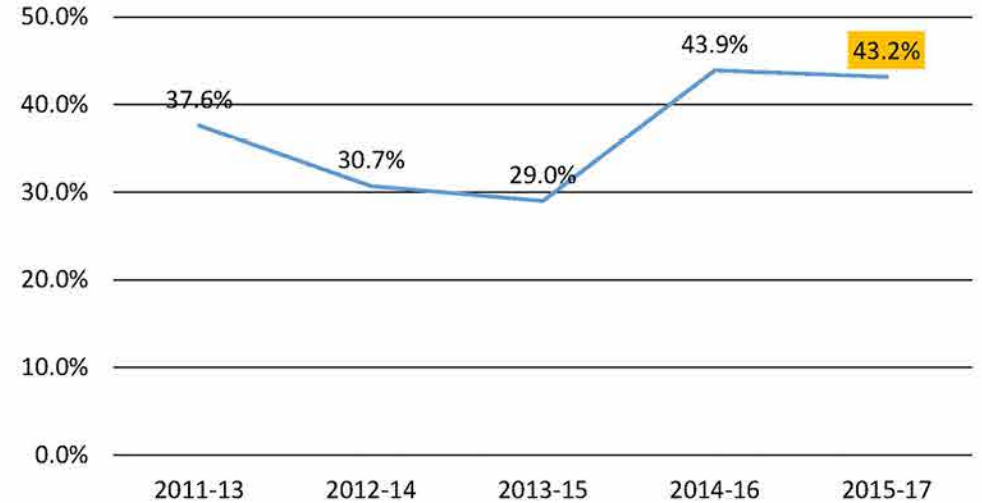|	2015	2016	2017
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KENTUCKY STATE UNIVERSITY

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KENTUCKY STATE UNIVERSITY

Fall to Fall Retention

	2012-13	2013-14	2014-15	2015-16	2016-17
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Cohort Students Returning for the Third Year

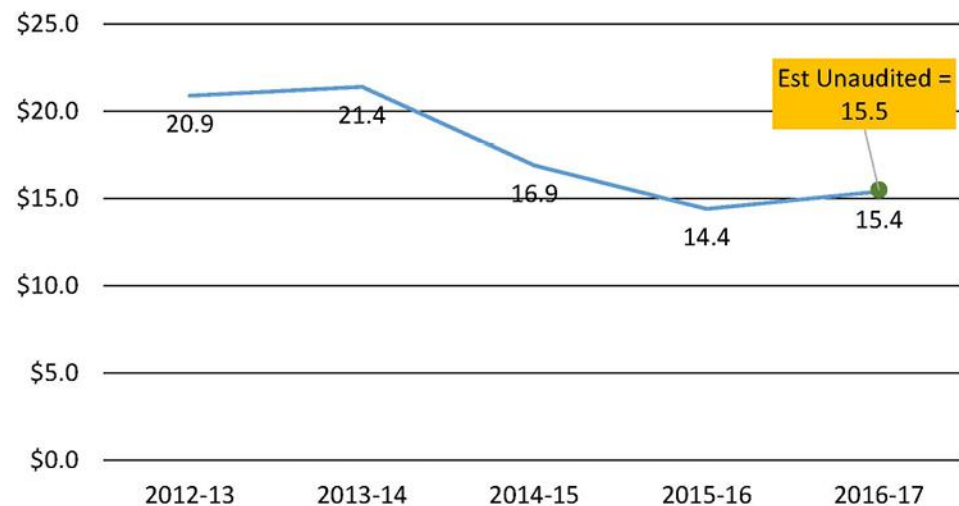|	2011-13	2012-14	2013-15	2014-16	2015-17
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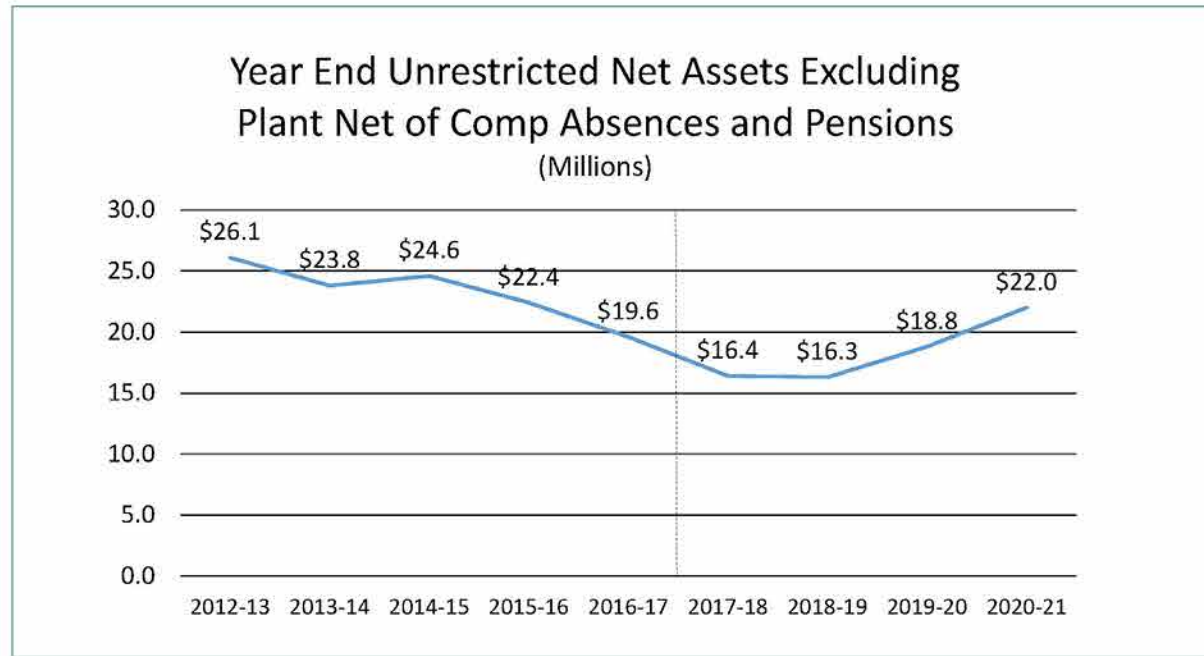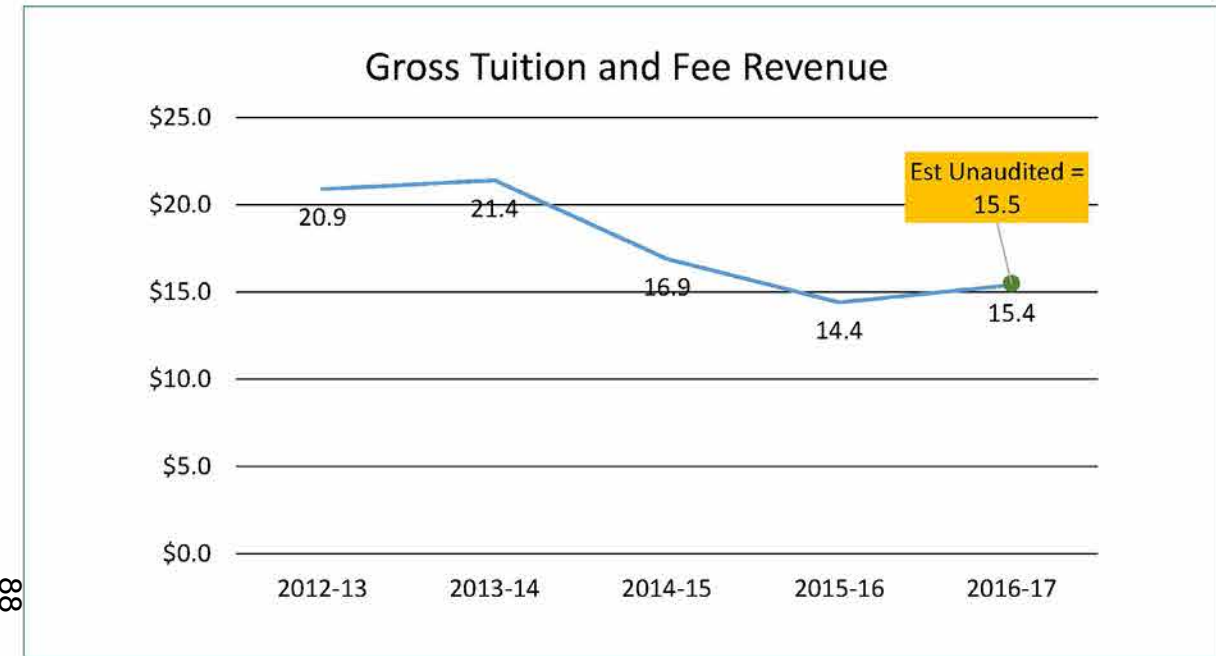
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2012-13 · 2013-14 · 2014-15 · 2015-16 · 2016-17

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(Millions)

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REVENUE

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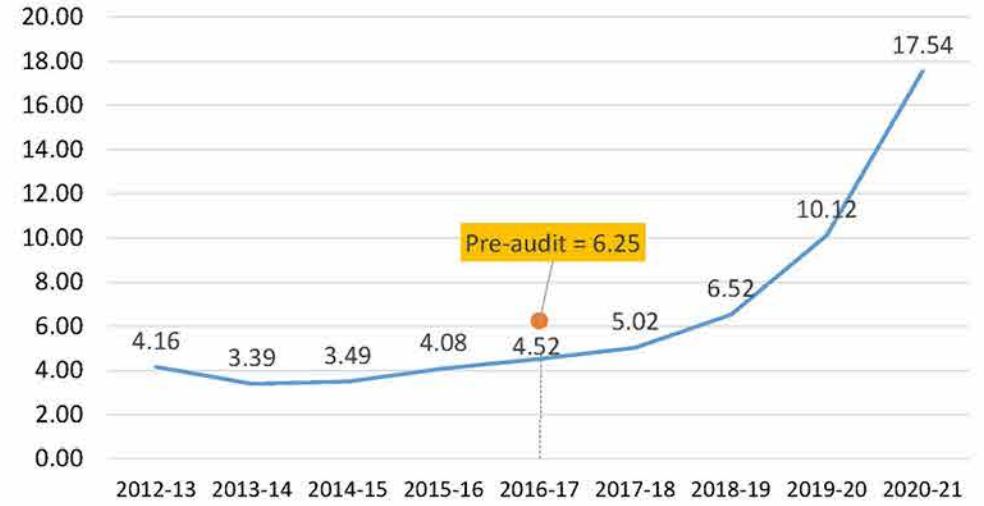
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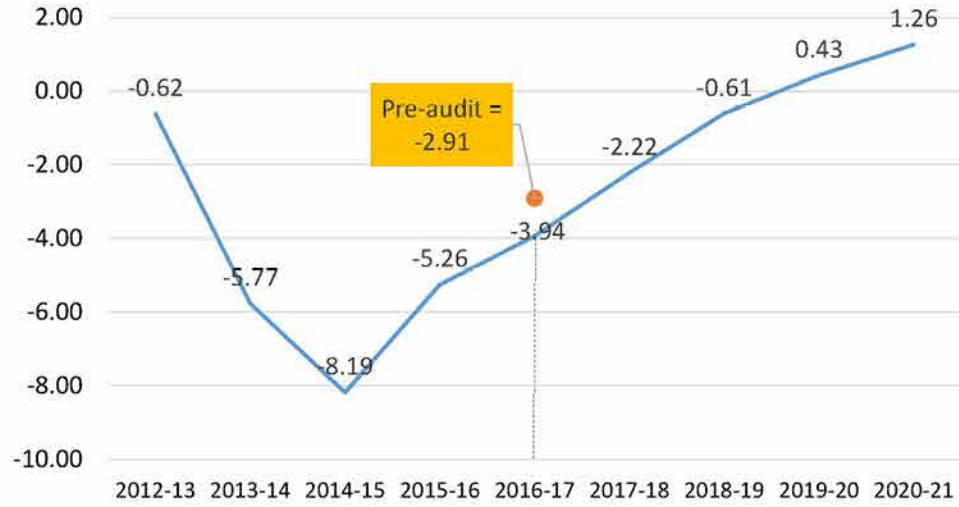
Composite Financial Index

KENTUCKY STATE UNIVERSITY

METRIC

TARGETS AND ACHIEVEMENTS

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SUMMARY

KENTUCKY STATE UNIVERSITY

Council on Postsecondary Education
February 2, 2018

Approval of 2018-19 Tuition Setting Timeline and Tuition and Mandatory Fee Policy

ACTION: Staff recommends that the Council approve the attached 2018-19 Tuition Setting Timeline, Tuition and Mandatory Fee Policy, and Asset Preservation Fee Exception Policy, which will provide a framework for establishing public postsecondary tuition and fees for academic year 2018-19.

At the November 3, 2017 meeting, Chair Zimmerman assigned members to the Council's Tuition Development Work Group (TDWG). Since that time, the members have met twice and have, in collaboration with campus officials and CPE staff, completed the following:

- Developed a timeline for the 2018-19 tuition setting process.

- Reviewed and made changes to the Council's existing Tuition and Mandatory Fee Policy.

- Developed a new Asset Preservation Fee Exception Policy, that when approved by the Council will be added to the Tuition and Mandatory Fee Policy.

- Reviewed policy relevant data pertaining to funding adequacy, shared benefits and responsibility, affordability and access, effective use of resources, and attracting and importing talent to Kentucky.

With the endorsement of TDWG members, staff recommends that the Council approve the attached 2018-19 Tuition Setting Timeline (Attachment A), Tuition and Mandatory Fee Policy (Attachment B), and Asset Preservation Fee Exception Policy (Attachment C). Once approved by the full Council, these documents will guide formation of a tuition and mandatory fee ceiling recommendation and facilitate submission and assessment of campus proposed tuition and fee rate schedules for academic year 2018-19.

Per the attached timeline, it is anticipated that the Council will take action on recommended tuition and mandatory fee ceilings at the April 27, 2018 meeting, and approve each institution's proposed tuition and fee rate schedule at the June 22, 2018 meeting.

Council on Postsecondary Education
Academic Year 2018-19 Tuition Setting Timeline

Nov 3, 2017   CPE Meeting – Council Chair appoints members of the Tuition Development Work Group (TDWG).

Dec 11, 2017   TDWG Meeting – Group members designate a chair for the 2018-19 tuition setting process. Council staff presents preliminary Tuition Setting Timeline, draft Tuition and Mandatory Fee Policy, key issues for 2018-19, and other policy relevant data for review and discussion.

Dec – Jan   Council staff obtains feedback from campus officials regarding preliminary Tuition Setting Timeline and draft Tuition and Mandatory Fee Policy and begins collecting and updating policy relevant data related to funding adequacy, shared benefits and responsibility, affordability and access, attracting and importing talent, and productivity.

Postsecondary institutions begin collecting data related to fixed cost increases, tuition and fee revenue estimates, potential impact of tuition increases, anticipated uses of additional tuition and fee revenue, and budgeted student financial aid expenditures.

Jan 3, 2018   Presidents' Meeting – Council staff shares preliminary Tuition Setting Timeline and draft Tuition and Mandatory Fee Policy with postsecondary institution presidents for review and discussion. Key issues pertaining to the upcoming tuition cycle are identified and discussed.

Jan – Feb   Council and institutional staffs continue respective data collection efforts.

Jan 23, 2018   TDWG Meeting – Revised Tuition Setting Timeline, proposed Tuition and Mandatory Fee Policy, and updated policy relevant data are presented for review and discussion. Components of the Governor's proposed budget [1] and implications for the upcoming tuition cycle are discussed.

Feb 2, 2018   CPE Meeting – Staff presents final Tuition Setting Timeline for Council information and recommended Tuition and Mandatory Fee Policy for Council action and provides an update on the 2018-19 tuition setting process.

---

[1] The deadline for introduction of the 2018-20 Executive Budget is January 16, 2018.

Feb 2, 2018   <u>Presidents' Meeting</u> – Council staff shares updated policy relevant data for review and discussion.

Feb – Mar   Council and institutional staffs exchange information from respective data collection efforts and begin finalizing for distribution to Council members.

Mar 7, 2018   <u>Presidents' Meeting</u> – Council staff shares updated policy relevant data and initiates discussion of tuition and mandatory fee ceilings.

➡️ Mar 19, 2018   TDWG Meeting – Staff presents finalized policy relevant data and updates work group members regarding discussions to date.

Apr 4, 2018   <u>Presidents' Meeting</u> – Council staff shares draft tuition and fee ceilings with campus presidents for review and discussion.

Apr 16, 2018   Conference call with campus presidents and chief budget officers to discuss components of the enacted 2018-20 budget [2] and implications for the 2018-19 tuition and fee recommendation.

➡️ Apr 19, 2018   TDWG Meeting – Staff presents proposed tuition and mandatory fee ceilings for review, discussion, and work group endorsement.

Apr 27, 2018   CPE Meeting – Staff presents recommended tuition and fee ceilings for Council action.

May – Jun   Postsecondary institutions submit proposed tuition and mandatory fee rates to Council staff. The Council president updates Council members regarding the rate proposals.

Jun 22, 2018   CPE Meeting – The Council takes action on each institution's proposed tuition and mandatory fee rates.

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[2] Assumes budget is enacted during the 2018 regular session or by the 60th legislative day (i.e., April 13, 2018).

Council on Postsecondary Education
Tuition & Mandatory Fee Policy

The Council on Postsecondary Education is vested with authority under KRS 164.020 to determine tuition at public postsecondary education institutions in the Commonwealth of Kentucky. Kentucky's goals of increasing educational attainment, promoting research, assuring academic quality, and engaging in regional stewardship must be balanced with current needs, effective use of resources, and prevailing economic conditions. For the purposes of this policy, mandatory fees are included in the definition of tuition. During periods of relative austerity, the proper alignment of the state's limited financial resources requires increased attention to the goals of the *Kentucky Postsecondary Education Improvement Act of 1997* (HB 1) and the Strategic Agenda for Kentucky Postsecondary and Adult Education.

Fundamental Objectives

- Funding Adequacy

HB 1 states that Kentucky shall have a seamless, integrated system of postsecondary education, strategically planned and adequately funded to enhance economic development and quality of life. In discharging its responsibility to determine tuition, the Council, in collaboration with the institutions, seeks to balance the affordability of postsecondary education for Kentucky's citizens with the institutional funding necessary to accomplish the goals of HB 1 and the Strategic Agenda.

- Shared Benefits and Responsibility

Postsecondary education attainment benefits the public at large in the form of a strong economy and an informed citizenry, and it benefits individuals through elevated quality of life, broadened career opportunities, and increased lifetime earnings. The Council and the institutions believe that funding postsecondary education is a shared responsibility of state and federal governments, students and families, and postsecondary education institutions.

- Affordability and Access

Since broad educational attainment is essential to a vibrant state economy and to intellectual, cultural, and political vitality, the Commonwealth of Kentucky seeks to

ensure that postsecondary education is broadly accessible to its citizens. The Council and the institutions are committed to ensuring that college is affordable and accessible to all academically qualified Kentuckians with particular emphasis on adult learners, part-time students, minority students, and students from low- and moderate-income backgrounds.

The Council believes that no citizen of the Commonwealth who has the drive and ability to succeed should be denied access to postsecondary education in Kentucky because of inability to pay. Access should be provided through a reasonable combination of savings, family contributions, work, and financial aid, including grants and loans.

In developing a tuition and mandatory fees recommendation, the Council and the institutions shall work collaboratively and pay careful attention to balancing the cost of attendance— including tuition and mandatory fees, room and board, books, and other direct and indirect costs—with students' ability to pay by taking into account (1) students' family and individual income; (2) federal, state, and institutional scholarships and grants; (3) students' and parents' reliance on loans; (4) access to all postsecondary education alternatives; and (5) the need to enroll and graduate more students.

- Effective Use of Resources

Kentucky's postsecondary education system is committed to using the financial resources invested in it as effectively and productively as possible to advance the goals of HB 1 and the Strategic Agenda, including undergraduate and graduate education, engagement and outreach, research, and economic development initiatives. The colleges and universities seek to ensure that every dollar available to them is invested in areas that maximize results and outcomes most beneficial to the Commonwealth and its regions. It is anticipated that enactment of Senate Bill 153, the *Postsecondary Education Performance Funding Bill,* during the 2017 legislative session will provide ongoing incentives for increased efficiency and productivity within Kentucky's public postsecondary system. The Council's Strategic Agenda and funding model metrics will be used to monitor progress toward attainment of both statewide and institutional HB 1 and Strategic Agenda goals.

- Attracting and Importing Talent to Kentucky

It is unlikely that Kentucky can reach its 2030 postsecondary education attainment goal by focusing on Kentucky residents alone. The Council and the institutions are committed to making Kentucky institutions financially attractive to nonresident students, while recognizing that nonresident undergraduate students should pay a significantly

larger proportion of the cost of their education than do resident students. Tuition reciprocity agreements, which provide low-cost access to out-of-state institutions for Kentucky students that live near the borders of other states, also serve to attract students from surrounding states to Kentucky's colleges and universities.

A copy of the Council's nonresident student tuition and mandatory fee policy is contained in the paragraphs below. Going forward, Council staff will periodically review and evaluate the policy to determine its impact on attracting and retaining students that enhance diversity and the state's competitiveness.

Nonresident Student Tuition and Fees

The Council and the institutions believe that nonresident students should pay a larger share of their educational costs than do resident students. As such, published tuition and fee levels adopted for nonresident students shall be higher than the prices for resident students enrolled in comparable programs of study.

In addition, every institution shall manage its tuition and fee rate structures, price discounting, and scholarship aid for out-of-state students, such that the average net tuition and fee revenue generated per nonresident student equals or exceeds 100% of direct instructional and student services costs per student. As part of the tuition and fee setting process, staff shall monitor and report annually to the Council regarding compliance with this requirement.

Given the substantial costs associated with health-sciences professional programs, and to ensure comparability of policy data and analysis across institutions, direct costs and revenues for dentistry, medicine, and pharmacy students shall be excluded from calculations of policy assessment parameters for the research institutions.

Special Use Fee Exception Policy

During the 2010-11 tuition setting process, campus officials requested that the Council consider excluding student-endorsed fees from its mandatory fee definition, thus omitting consideration of such fees when assessing institutional compliance with Council approved tuition and fee rate ceilings. Based on feedback received from institutional Chief Budget Officers (CBOs) at their December 2010 meeting, it was determined that there was general interest in treating student-endorsed fees differently from other mandatory fees.

In January and February 2011, Council staff collaborated with institutional presidents, CBOs, and their staffs in developing the following Special Use Fee Exception Policy:

- To the extent that students attending a Kentucky public college or university have deliberated, voted on, and requested that their institution's governing board implement a special use fee for the purposes of constructing and operating and maintaining a new facility, or renovating an existing facility, that supports student activities and services;
- And recognizing that absent any exemption, such student-endorsed fees, when implemented in the same year that the Council adopts tuition and fee rate ceilings, would reduce the amount of additional unrestricted tuition and fee revenue available for an institution to support its E&G operation;

- The Council may elect to award an exemption to its tuition and fee rate ceiling equivalent to all or a portion of the percentage increase resulting from imposition of the student-endorsed fee, provided said fee meets certain eligibility requirements.

Definitions

A student-endorsed fee is a mandatory flat-rate fee that has been broadly discussed, voted on, and requested by students and adopted by an institution's governing board, the revenue from which may be used to pay debt service and operations and maintenance expenses on new facilities, or capital renewal and replacement costs on existing facilities and equipment that support student activities and services, such as student unions, fitness centers, recreation complexes, health clinics, and/or tutoring centers.

Maintenance and Operations (M&O) expenses are costs incurred for the administration, supervision, operation, maintenance, preservation, and protection of a facility. Examples of M&O expenses include janitorial services, utilities, care of grounds, security, environmental safety, routine repair, maintenance, replacement of furniture and equipment, and property and facility planning and management.

Eligibility Criteria

A student-endorsed fee will continue to be a mandatory fee within the context of the Council's current mandatory fee definition and may qualify for an exemption from Council approved tuition and fee rate ceilings. Campus officials and students requesting an exemption under this policy must be able to demonstrate that:

- All enrolled students have been afforded ample opportunity to be informed, voice their opinions, and participate in the decision to endorse a proposed fee. Specifically, it must be shown that fee details have been widely disseminated, broadly discussed, voted on while school is in session, and requested by students.

- For purposes of this policy, voted on means attaining:

    a) A simple majority vote via campus-wide referendum, with a minimum of one-quarter of currently enrolled students casting ballots;
    b) A three-quarters vote of elected student government representatives; or
    c) A simple majority vote via campus-wide referendum, conducted in conjunction and coinciding with the general election of a student government president or student representative to a campus board of regents or board of trustees.

- The proposed fee and intended exemption request have been presented to, and adopted by, the requesting institution's governing board. It is anticipated that elected student government representatives will actively participate in board presentations.

- Revenue from such fees will be used to pay debt service and M&O expenses on new facilities, or capital renewal and replacement costs on existing facilities and equipment that support student activities and services, such as student unions, fitness centers, recreation complexes, health clinics, and/or tutoring centers. The Council expects these uses to be fully explained to students prior to any votes endorsing a fee.

- In any given year, the impact of a student-endorsed fee on the overall increase in tuition and mandatory fees for students and their families will be reasonable. It may be appropriate to phase in the exemption over multiple years to maintain affordability and access.

- Requests for student-endorsed exemptions are infrequent events. The Council does not expect requests for exemptions under this policy to occur with undue frequency from any single institution and reserves the right to deny requests that by their sheer number are deemed excessive.

- A plan is in place for the eventual reduction or elimination of the fee upon debt retirement, and details of that plan have been shared with students. The Council does not expect a fee that qualifies for an exemption under this policy to be assessed at full rate in perpetuity. Such fees should either terminate upon completion of the debt or, in the case of new facilities, may continue at a reduced rate to defray ongoing M&O costs. In either case, to qualify for an exemption, students should be fully aware of the extent of their obligation prior to any votes endorsing a fee.

Exemption Process

Requests for an exemption under this policy will be evaluated on a case-by-case basis. To initiate the process:

- The requesting institution will notify Council staff of any pending discussions, open forums, referendums, or student government actions pertaining to a proposed special use fee and discuss fee details with Council staff as needed.

- After a fee has been endorsed by student referendum or through student government action and approved by the institution's governing board, campus officials and students will submit a written exemption request to the Council for its consideration.

- Council staff will review the request, assess whether or not the proposed fee qualifies for an exemption, and make a recommendation to the Council.

To facilitate the exemption request process, requesting institutions and students are required to provide the Council with the following information:

- Documents certifying that the specific project and proposed fee details have been widely disseminated, broadly discussed, voted on, and requested by students, as well as adopted by the institution's governing board.

- Documents specifying the fee amount, revenue estimates, uses of revenue, impact on tuition and fees during the year imposed (i.e., percentage points above the ceiling), and number of years the fee will be in place.

- Documents identifying the project's scope, time frame for completion, debt payment schedule, and plan for the eventual reduction or elimination of the fee upon debt retirement.

Council on Postsecondary Education
Asset Preservation Fee Exception Policy

During the 2017-18 tuition setting process, campus officials asked if the Council would consider allowing institutions to assess a new student fee, dedicated to supporting expenditures for asset preservation and renovation projects, that would be treated as being outside the tuition and fee caps set annually by the Council. Staff responded that it was too late in the process to allow for a full vetting of a proposed change to the Council's Tuition and Mandatory Fee Policy prior to the Council adopting tuition ceilings at the March 31, 2017 meeting. In addition, staff wanted to explore the possibility of adopting a system-wide asset preservation fee that would benefit and address asset preservation needs at every public postsecondary institution.

In August 2017, staff determined that there was general interest among campus officials to pursue a change in tuition policy that would allow each institution the option to implement a student fee for asset preservation, if its administrators and governing board chose to do so, that would be exempted from Council approved tuition and fee ceilings. In September and October, Council staff worked with campus presidents, chief budget officers, and Budget Development Work Group members to develop the Asset Preservation Fee Exception Policy described below.

- Given that in 2007, Council and postsecondary institution staffs contracted with Vanderweil Facilities Advisors, Inc. (VFA) and Paulien and Associates to conduct a comprehensive assessment of Kentucky's public postsecondary education facilities to determine both system and individual campus needs for new and expanded space, asset preservation and renovation, and fit-for-use capital projects;

- Given that in 2013, VFA adjusted the data from its 2007 study to account for continuing aging of postsecondary facilities and rising construction costs, and projected that the cumulative need for asset preservation and fit-for-use expenditure would grow to $7.3 billion within the 2017 to 2021 timeframe;

- Given that over the past five biennia, 2008-10 through 2016-18, the Commonwealth of Kentucky has appropriated a total of $262.0 million for its public colleges and universities to address asset preservation and renovation and fit-for-use projects, representing about 3.6% of the total cumulative need identified by VFA;

- Given that in late summer 2017, the Council and postsecondary institutions concluded that one reasonable course of action to begin to address the overwhelming asset preservation and renovation and fit-for-use needs was through sizable and sustained investment in existing postsecondary facilities, which could be accomplished through a cost sharing arrangement involving the state, postsecondary institutions, and students and families;

- Given that the best way to ensure the ongoing commitment and participation of students and families in a cost-sharing partnership to address asset preservation and renovation needs is through the implementation of an optional dedicated student fee;

- Given that such an asset preservation fee, when implemented in the same year that the Council adopts a tuition and fee rate ceiling, would reduce the amount of additional unrestricted tuition and fee revenue available for an institution to support its E&G operation;

- The Council may elect to award an exemption to its tuition and fee rate ceiling of up to $10.^{00} per credit hour at the public universities, capped at 15 credit hours per semester for undergraduate students, for a dedicated student fee that supports asset preservation and renovation projects related to the instructional mission of the institution;

- The Council may elect to award an exemption to its tuition and fee rate ceiling of up to $5.00 per credit hour at KCTCS institutions, capped at 15 credit hours per semester, for a dedicated student fee that supports asset preservation and renovation projects related to the instructional mission of the institution.

Definition

An asset preservation fee is a mandatory, flat-rate fee that has been approved by an institution's governing board, the revenue from which shall either be expended upon collection on asset preservation and renovation and fit-for-use capital projects, or used to pay debt service on agency bonds issued to finance such projects, that support the instructional mission of the institution. Thus, by definition, fee revenue and bond proceeds derived from such fees shall be restricted funds for the purposes of financing asset preservation and renovation projects. As a mandatory fee, an asset preservation fee may be assessed to students regardless of degree level or program or full-time or part-time status.

Eligibility Criteria

An asset preservation fee may qualify for an exemption from Council approved tuition and fee rate ceilings, provided the following criteria are met:

- The proposed asset preservation project(s) and related fee shall be approved by the requesting institution's governing board.

- The cost of a given asset preservation and renovation or fit-for-use project shall equal or exceed $1.0 million; however, several smaller asset preservation projects may be bundled to meet the threshold requirement.

- Revenue from the fee may either be expended upon collection on asset preservation and renovation or fit-for-use projects, or used to pay debt service on agency bonds issued to finance such projects.

- Both the direct expenditure of fee revenue and the expenditure of agency bond funds generated by the fee may be used to meet matching requirements on state bond funds issued for asset preservation projects. In previous biennia, state leaders have required a dollar-for-dollar institutional match on state-funded asset preservation pools.

- In any given academic year, the impact of implementing an asset preservation fee, when combined with a tuition and fee increase supporting campus operations, will be reasonable for Kentucky students and families. For the purposes of this policy exemption, the Council shall determine whether a proposed asset preservation fee, in combination with a tuition and fee increase allowed under a Council-approved tuition ceiling, is reasonable. This assessment will be made within the context of state economic and budgetary conditions, institutional resource needs, and affordability concerns at the time.

- Depending on the outcome of the aforementioned assessment, it may be appropriate to phase in a requested fee over multiple years to maintain affordability and access.

- The Council does <u>not</u> expect a fee that qualifies for an exemption under this policy to remain in effect in perpetuity. To be eligible for an exemption, the requesting institution must have a plan in place for the eventual elimination of a proposed asset preservation fee within 25 years of its initial implementation date.

Exemption Process

The Council will evaluate requests for a fee exemption under this policy on a case-by-case basis. To initiate the process:

- An institution's governing board must approve the proposed asset preservation project(s) and related student fee.

- Campus officials must submit to the Council a copy of that board approval, along with a written request to exempt the asset preservation fee from Council tuition and fee ceilings.

- Council staff will review the request, assess whether or not the proposed project(s) and related fee qualify for an exemption, and make a recommendation to the Council.

To facilitate the exemption-request review process, a requesting institution shall provide the Council with the following information:

- Documents certifying that the specific asset preservation project(s) financed and proposed fee details have been approved by the institution's governing board.

- Documents specifying the fee amount, anticipated implementation date, revenue projections, uses of revenue, number of years the fee will be in place, and impact on tuition and fees in the year imposed (i.e., percentage points above the ceiling).

- Documents identifying the project's scope, its timeframe for completion, debt payment schedule, and plan for the eventual elimination of the fee upon debt retirement.

Periodic Reporting

- Upon request by the Council, the postsecondary institutions will provide documentation certifying the date an asset preservation fee was implemented, annual amounts of fee revenue generated to date, uses of fee revenue, the amount of fee revenue or agency bond funds used to meet state matching requirements on asset preservation project appropriations, and the number of years the fee will remain in place.

Interim Capital Project – KCTCS

ACTION: Staff recommends that the Council approve a KCTCS request for the Hopkinsville Community College Training Lab Addition and Renovation, funded with a combination of Kentucky Work Ready Skills Initiative funds ($2.4 million) and agency restricted funds ($0.3 million).

Kentucky Community and Technical College System (KCTCS) officials request authorization for a $2,674,734 project, the Hopkinsville Community College Training Lab Addition and Renovation.

This project was approved by the KCTCS Board of Regents on September 15, 2017, and will be funded with $2,353,554 from the Kentucky Work Ready Skills Initiative, which is funded by the $100 million Workforce Development Construction Pool included in the 2016-18 Budget of the Commonwealth. The remaining $321,180 for the project will come from KCTCS agency restricted funds (12% of the total cost). Because agency restricted funds comprise less than 15% of the project total, the addition of agency restricted funds is permissible by state law. According to language in the 2016-18 budget bill, the Education and Workforce Development Cabinet's Workforce Development Construction Pool funding is to address:

> [E]mployers' needs to recruit a workforce that will align with changing demands and work environment, and the Commonwealth's needs for a highly skilled workforce and to carry out a strategic goal of achieving excellence in manufacturing and related industries. (2016-18 Budget of the Commonwealth, Volume II, p.8)

This project will be used to renovate Hopkinsville Community College's welding facility and construct a 9,000 square foot addition to the facility for training labs. The design and construction of this project will be pursued through the Finance and Administration Cabinet. KCTCS officials estimate that the project will be completed by June 2019.

KCTCS submitted this project in partnership with the Christian County Public Schools and it was funded in the second round of Work Ready Skills Initiative awards. The Council on Postsecondary Education approved six KCTCS Work Ready Skills Initiative projects at its March 31, 2017 meeting. The Council had approved another KCTCS Work Ready Skills Initiative project in November 2015 as part of the Council's 2016-18 biennial budget submission. The chart that follows details KCTCS's projects that have received Work Ready Skills Initiative funding.

Kentucky Community and Technical College System
Kentucky Work Ready Skills Initiative Award Projects

Project Title	Work Ready Award	Private Funds		Agency Restricted Funds	Total Estimated Cost
		Restricted Gifts	Restricted Grants		
Renovate Leestown Campus - Bluegrass CTC	$3,040,000	$0	$0	$2,935,000	$5,975,000
Construct Advanced Manufacturing Center – Bluegrass CTC, Danville Campus	2,736,000	967,750	-	410,400	4,114,150
Construct Community Intergenerational Center - Hazard CTC, Lees Campus [1]	2,888,000	720,000	1,500,000	-	5,108,000
Construct Advanced Manufacturing Center - Jefferson CTC, Downtown Campus	15,200,000	3,300,000	-	1,741,386	20,241,386
Renovate and Equip Manufacturing Labs - Owensboro CTC, Downtown Campus [2]	2,858,244	-	-	425,000	3,283,244
Renovate Manufacturing Labs - Somerset CC, South Campus	3,800,000	356,500	-	300,000	4,456,500
Renovate and Equip Manufacturing Labs - West Kentucky CTC [3]	3,040,000	-	-	-	3,040,000
Hopkinsville Community College Training Lab Addition and Renovation[4]	2,353,600	-	-	321,400	2,675,000
	$35,915,844	$5,344,250	$1,500,000	$6,133,186	$48,893,280

[1] In 2014-2016, $2,000,000 was authorized for design as part of the BuildSmart Initiative. This additional funding will allow project construction.
[2] In partnership with Daviess and Hancock counties.
[3] In partnership with West Kentucky Area Technology Centers.
[4] In partnership with Christian County Public Schools.

Approval Process

The Council on Postsecondary Education has statutory responsibility to review and approve public college and university capital projects costing $1,000,000 or more and equipment items costing $200,000 or more, regardless of fund source, that have been approved by an institution's governing board.

The process for a project that exceeds the $1,000,000 capital construction or $200,000 equipment purchase thresholds is as follows:

- The project must be approved by an institution's board of trustees or regents.
- The project must be submitted to the Council on Postsecondary Education for review and action.
- If approved by the Council, projects at KCTCS, KSU, and MoSU are submitted to the Secretary of the Finance and Administration Cabinet for review and action, and subsequently submitted by the Secretary to the Capital Projects and Bond Oversight Committee for review.
- If approved by the Council, projects at EKU, MuSU, NKU, UK, UofL, and WKU are submitted by the institution to the Capital Projects and Bond Oversight Committee for review, and a copy is provided to the Finance and Administration Cabinet as information.
- Following review and action by the appropriate agencies, the project may be initiated by the requesting institution.

Because this project was not previously approved by the Council, Council approval is now required to authorize this project. KCTCS officials have confirmed that the private and restricted funds needed for these projects are available for implementation. KCTCS does not anticipate debt financing any portion of this project; therefore, provisions of KRS 45.763 do not apply.

Following Council action, staff will notify the president of KCTCS, the Secretary of the Finance and Administration Cabinet, and the Capital Projects and Bond Oversight Committee of the Council's recommendation concerning this project. The 2016-18 budget bill (HB 303) requires that this project be reported to the Capital Projects and Bond Oversight Committee.

Approval of Campus Diversity, Equity & Inclusion Plans

> **ACTION:** The Committee on Equal Opportunities (CEO) and CPE staff recommend the Council approve the individual diversity plans for Kentucky's research, comprehensive, and 16 KCTCS campuses.

At its September 23, 2016 meeting, the Council approved the 2016-20 Kentucky Public Postsecondary Education Policy for Diversity, Equity, and Inclusion. The updated policy builds on the strong foundation cultivated over the past 30 years and further integrates the new degree program approval process, the statewide diversity policy, and the Strategic Agenda for Postsecondary and Adult Education into one seamless framework upon which equal educational opportunity goals can be set; strategies to obtain these goals can be developed, adopted, and implemented; and institutional progress can be evaluated. The policy includes three focus areas synonymous with the focus areas set forth in the CPE's 2016-21 Strategic Agenda: Opportunity, Success, and Impact.

Since last year's approval of the policy, Council staff has worked with the institutions to develop their campus-level plans. Each plan must address the goals listed in all three areas, identify strategies for achieving those goals, and create plans for the assessment of strategy effectiveness. Staff have encouraged research of high-impact educational practices as well as the involvement at every level in the campus community. Throughout the process, campuses distributed drafts of their plans to various constituent groups to receive feedback, as well as participated in review teams with members of the CEO and CPE staff in April, and presented their plans to the CEO for final feedback in July.

Since that time, the campuses' plans have been approved by their respective governing boards and are now submitted for approval by the Council.

Monitoring Progress
Institutions will report their progress to the CEO annually beginning in 2019. They will be evaluated both on quantitative and qualitative elements as outlined in the scoring rubrics. If an institution scores at a level at or above the identified cut score in the Policy, they will be eligible to offer new academic programs. Those scoring below the cut score will not be able to offer new programs, but may be eligible to receive a waiver as approved by CEO and CPE, if certain criteria are met.

	Metrics	MoSu Baseline 2015	MoSU Target by 2020-2021	WKU Baseline 2015	WKU Target by 2020-2021	KSU Baseline 2015	KSU Target by 2020-2021	MuSu Baseline 2015	MuSu Target by 2020-2021
OPPORTUNITY	1.a. Fall UG enrollment of African American students as a percent of total fall UG enrollment.	3.40%	3.80%	8.90%	10%	51.90%	45%	6.80%	6.43%
	1.b. Fall UG enrollment of Hispanic students as a percent of total fall UG enrollment.	1.40%	1.60%	3.10%	4%	3.20%	5%	2.00%	2.06%
	1.c. Fall UG enrollment of URM students as a percent of total fall UG enrollment.	6.90%	7.60%	14.90%	15.80%	58%	60%	11.20%	11.34%
	1.f. Fall graduate and professional enrollment of URM students as a percent of total fall graduate and professional enrollment.	8.10%	8.60%	12.60%	13.10%	47.10%	50%	8.80%	8.94%
SUCCESS	6.b. Six-year graduation rate of first-time, full-time Baccalaureate degree-seeking UG students (LI).	34.10%	38%	41%	45%	20.30%	30%	37.40%	42.00%
	6.b. Six-year graduation rate of first-time, full-time Baccalaureate degree-seeking UG students (URM).	32.60%	37.50%	33.90%	40%	20.10%	30%	37.60%	42.00%
	6.c. First-to second year retention (LI).	67.30%	73.50%	63.70%	70.10%	60.50%	70%	65.60%	70%
	6.c. First-to second-year retention (URM).	67.80%	73.90%	58.30%	67.40%	60.30%	70%	69.10%	75%
IMPACT	9.b. Bachelor's degrees awarded (LI)	779	819	1,353	1,455	211	220	747	815
	9.b. Bachelor's degrees awarded (URM).	69	84	315	347	160	170	151	165
	Workforce Diversity: URM tenured and tenure track faculty as a percentage of all tenured and tenured track faculty.	7.00%	7.50%	9.30%	10.30%	33.70%	45%	6.10%	6.10%
	Workforce Diversity: URM management occupations as a percentage of all management occupations staff.	6.90%	8.40%	14.80%	15.80%	69.40%	70%	10.10%	10.10%

	Metrics	EKU Baseline 2015	EKU Target by 2020-2021	NKU Baseline 2015	NKU Target by 2020-2021	UofL Baseline 2015	UofL Target by 2020-2021	UK Baseline 2015	UK Target by 2020-2021
OPPORTUNITY	1.a. Fall UG enrollment of African American students as a percent of total fall UG enrollment.	5.74%	6.03%	6.60%	7.10%	11%	14%	7.50%	8.30%
	1.b. Fall UG enrollment of Hispanic students as a percent of total fall UG enrollment.	2.40%	2.80%	2.90%	3.90%	4%	6%	4.20%	4.90%
	1.c. Fall UG enrollment of URM students as a percent of total fall UG enrollment.	10.90%	12%	12.30%	14%	19.40%	23%	15.30%	17.70%
	1.f. Fall graduate and professional enrollment of URM students as a percent of total fall graduate and professional enrollment.	9.90%	10.44%	10%	15%	13.80%	15.50%	8.50%	9.90%
SUCCESS	6.b. Six-year graduation rate of first-time, full-time Baccalaureate degree-seeking UG students (LI).	36.30%	42%	30.30%	39.00%	45.10%	54.10%	51.50%	56%
	6.b. Six-year graduation rate of first-time, full-time Baccalaureate degree-seeking UG students (URM).	37%	43%	23%	39%	51.10%	58.50%	52.40%	58.50%
	6.c. First-to second year retention (LI).	69.90%	72%	64.40%	71.00%	74.50%	77.50%	74.80%	80%
	6.c. First-to second-year retention (URM).	64.10%	67%	69.50%	75%	78%	80.50%	77.20%	80%
IMPACT	9.b. Bachelor's degrees awarded (LI)	1,378	1,458	1,037	1,050	1,137	1,356	1,423	1,650
	9.b. Bachelor's degrees awarded (URM).	207	218	209	230	484	585	536	621
	Workforce Diversity: URM tenured and tenure track faculty as a percentage of all tenured and tenured track faculty.	8.30%	8.70%	9.70%	12%	10.70%	11.50%	6.40%	8.90%
	Workforce Diversity: URM management occupations as a percentage of all management occupations staff.	8.50%	8.90%	10.50%	12.50%	11.50%	12.50%	5.20%	9.30%

As of 1/24/2018

KCTCS College Diversity Plans
2016 Baseline and 2020 Targets

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		ASHLAND	BIG SANDY	BLUEGRASS	ELIZABETHTOWN	GATEWAY	HAZARD	HENDERSON	HOPKINSVILLE	JEFFERSON	MADISONVILLE	MAYSVILLE	OWENSBORO	SOMERSET	SOUTHCENTRAL	SOUTHEAST	WEST KY
OPPORTUNITY	African American	1.40%	0.50%	11.70%	6.70%	7.90%	1.00%	9.70%	22.50%	21.20%	5.00%	2.50%	2.80%	1.20%	7.30%	2.40%	6.50%
		1.60%	**1.30%**	**12.80%**	**7.40%**	**9.90%**	**1.70%**	**9.50%**	**23.70%**	**21.10%**	**5.80%**	**4.10%**	**3.70%**	**1.90%**	**9.30%**	**2.40%**	**8.40%**
	Hispanic	0.90%	0.70%	4.80%	3.70%	2.60%	0.80%	3.00%	9.20%	6.30%	2.00%	1.50%	1.70%	1.50%	3.40%	0.60%	4.00%
		1.60%	**1.10%**	**5.30%**	**3.80%**	**3.70%**	**1.40%**	**3.80%**	**11.00%**	**7.90%**	**2.80%**	**2.80%**	**3.00%**	**2.50%**	**5.40%**	**1.20%**	**5.20%**
	URM	4.25%	1.90%	20.70%	14.50%	13.10%	2.60%	15.00%	36.40%	30.80%	8.90%	6.30%	7.20%	4.60%	13.90%	4.80%	13.90%
		4.80%	**3.40%**	**23.10%**	**15.50%**	**14.40%**	**3.60%**	**16.00%**	**38.00%**	**31.70%**	**10.50%**	**8.20%**	**8.80%**	**7.30%**	**15.90%**	**5.90%**	**18.20%**
SUCCESS	URM Retention	47.10%	50%	37.40%	39.10%	48.90%	54.30%	26.80%	36.90%	44.60%	51.80%	53.60%	45.10%	43.50%	51.40%	66.70%	46.30%
		52.10%	**56.10%**	**44.10%**	**45.40%**	**53.90%**	**58.30%**	**30.80%**	**45.40%**	**52.80%**	**55.00%**	**75%**	**48.50%**	**56.40%**	**57.40%**	**70%**	**50.30%**
	Low Income Retention	48.50%	56.10%	41.90%	46.50%	51.40%	53.50%	40.40%	45.30%	46.40%	53.60%	58.40%	50.60%	48.50%	52.40%	61.60%	51.20%
		51.70%	**60.70%**	**49.70%**	**51.70%**	**55.40%**	**58.50%**	**44.40%**	**51.70%**	**54.40%**	**57.00%**	**68.50%**	**51.70%**	**52.70%**	**57.30%**	**63.10%**	**55.20%**
	URM 3 Year Graduation Rate	13.30%	10.00%	12.30%	24.80%	33.30%	13.30%	25.10%	20.50%	6.90%	32.90%	25.90%	19.20%	12.90%	16.30%	30.80%	25.40%
		17.50%	**20.10%**	**18.60%**	**27.90%**	**36.30%**	**19**	**29.10%**	**23.50%**	**17.70%**	**37.00%**	**36.80%**	**36.00%**	**27.70%**	**21.30%**	**30.80%**	**29.40%**
	Low Income Graduation Rate	25.90%	17.40%	15.30%	27.30%	26.00%	26.20%	16.00%	25.20%	10.20%	35.70%	26.80%	24.60%	21.70%	24.70%	32.50%	38.20%
		28.00%	**28.00%**	**28.00%**	**30.30%**	**30.00%**	**31.20%**	**20.00%**	**28.00%**	**20.20%**	**39.00%**	**35.60%**	**32.30%**	**28.00%**	**27.80%**	**34.20%**	**42.20%**
	URM Credentials Earned	43	47	462	326	223	32	61	339	908	97	86	71	91	9.7% of total	26	356
		75	**51**	**573**	**364**	**244**	**34**	**64**	**428**	**975**	**100**	**88**	**75**	**103**	**204**	**43**	**351**
	REVISED Low Income Credentials Earned	1,223	1,242	1,809	1,602	984	1,031	356	836	2,032	724	1,351	974	2,065	69% of total	725	1,853
		1,298	**1,445**	**2,051**	**1,703**	**1,043**	**1,092**	**375**	**959**	**2,162**	**778**	**1,394**	**1,089**	**2,382**	**1,607**	**827**	**1,934**
IMPACT	Admin/Mgr Diversity	7.70%	4.80%	26.10%	21.90%	14.30%	7.10%	8.30%	15.60%	23.50%	4.80%	5.30%	7.20%	4.80%	16%	14.10%	17.20%
		12.50%	**5.90%**	**26.10%**	**26.70%**	**21.00%**	**12.60%**	**18.20%**	**17.10%**	**26.70%**	**5.40%**	**7.00%**	**8.20%**	**10.00%**	**16%**	**17.40%**	**20.50%**
	Faculty Diversity	0.90%	1.50%	7.40%	5.80%	7.50%	5.70%	5.60%	15.00%	9.60%	3.30%	4.00%	4.20%	2.80%	6%	3.80%	4.70%
		3.00%	**1.90%**	**15%**	**12.10%**	**10%**	**6.60%**	**6.00%**	**17.10%**	**21.90%**	**7.70%**	**4.90%**	**9.50%**	**7.40%**	**6.80%**	**4.70%**	**11.30%**

Executive Summaries

The following campuses submitted Executive Summaries in their plans, and those summaries follow. All campus plans may be viewed in their entirety by request to Caroline Atkins at Caroline.Atkins@ky.gov.

- Eastern Kentucky University
- Kentucky State University
- Morehead State University
- Murray State University
- Northern Kentucky University
- University of Kentucky
- University of Louisville
- Western Kentucky University
- Kentucky Community & Technical Colleges
  - Ashland CTC
  - Bluegrass CTC
  - Big Sandy CTC
  - Elizabethtown CTC
  - Gateway CTC
  - Hazard CTC
  - Henderson CC
  - Hopkinsville CTC
  - Jefferson CTC
  - Madisonville CC
  - Maysville CTC
  - Owensboro CTC
  - Somerset CC
  - Southcentral KY CTC
  - Southeast KY CTC
  - West KY CTC

Eastern Kentucky University

EXECUTIVE SUMMARY

The strategy for Diversity, Equity, and Inclusion Plan arises in the context of a rich institutional history. The roots of Eastern Kentucky University (EKU) began in Central University, which was founded in 1874 after a split in the Presbyterian Church in Kentucky. President Herman Lee Donovan led the school to receive its first accreditation, with the Southern Association of Colleges and Secondary Schools in 1928. EKU is positioned to make significant strides to broaden and strengthen its inclusiveness. Through intentional, collaborative and concerted effort, we will create a more diverse, equitable, and inclusive environment for our entire campus community.

The Diversity, Equity, and Inclusion steering committee was formed in the spring of 2017 and charged with articulating recommendations for a campus wide diversity strategic plan. Due to our institution's demographic composition, we chose to embark on a distributed planning process where campus leaders could make specific recommendations based on their particular needs. Thus, campus leaders worked within their respective colleges to identify best strategies and initiatives that could be used to create a more diverse, equitable, and inclusive campus. We celebrate and promote diversity, equity, and inclusion in all its forms and we are committed to creating an environment in which ideas may be freely expressed and challenged, and all persons are welcomed and respected in their academic and social development. The plan was to focus on three areas including a) opportunity, b) success, and c) impact. A summary of each focus areas is briefly discussed below.

To address opportunity, that is, maintaining a diverse student body, we plan to increase our enrollment by creating new networks, extending our outreach beyond our service area, and hosting campus visits. Additionally, we want to focus on retention and graduation rates by using high impact learning strategies and early warning alert systems that allow us to identify students who may be struggling and need support.

To address success, that is, providing necessary supports so that students can have successful college careers, we are intentionally creating committees and initiatives that specifically focus on the needs of URM and low income students (Pell grant eligible as determined by Free Application for Federal Student Aid (FAFSA)). The initiatives we have already started planning include the curriculum to identify ways to diversify the curriculum. We also want to identify and increase funding sources and scholarships through strategic partnerships.

To address impact, that is, providing an inclusive and supportive environment for all students, we have already started several initiatives that include a) creating online professional development courses that feature high impact learning strategies and topics such as culturally responsive pedagogy, and b) providing inclusive excellence workshops for faculty, staff and students on topics such as cultural competency, implicit bias, micro-aggressions, and cultural and identity taxation. EKU is positioned to make significant strides in creating a more diverse inclusive environment, where all of our students are fully prepared to contribute to the success and vitality of their communities, the Commonwealth, and the world.

Our Diversity, Equity, and Inclusion Plan as detailed in the pages that follow will provide the blueprint to help us achieve our goals.

Kentucky State University

EXECUTIVE SUMMARY

Kentucky State University has developed a comprehensive plan for increasing diversity and inclusion on its campus that focuses on three primary areas: opportunity, success, and impact. Key strategies to be employed for each of these areas include:

OPPORTUNITY STRATEGIES:

- Continue to innovate strategic recruitment events to attract diverse student population.

- Partner with the colleges/departments to merge recruitment efforts for diversity.

- Create a recruitment plan to increase diversity among Latino/Hispanic students as well as increase enrollment of African-American males.

SUCCESS STRATEGIES:

- Improve programming and support for 1st-2nd year students to increase 1st- 2nd year retention.

- Utilize the Success Coach Advising Model to provide consistent support for students from entrance to graduation.

- Assist students in closing financial gaps with need-based progression awards to improve persistence and graduation rates.

- Increase outreach to non-degree completers to encourage re-enrollment.

IMPACT STRATEGIES:

- Create and mandate diversity training for faculty and staff who participate in search committees.

- Innovate recruitment strategies to attract under representative minority candidates.

- Continually evaluate employee satisfaction and perception of inclusion and utilize results to improve talent retention.

- Continually evaluate student satisfaction and overall campus climate and utilize results to become a first-choice institution for students, faculty, and staff.

Morehead State University

EXECUTIVE SUMMARY

Morehead State University is a comprehensive public university that emphasizes regional engagement and offers robust undergraduate and graduate programs. MSU aspires to be the best public regional university in the South through a commitment to academic excellence, student success, building productive partnerships, improving infrastructure, enhancing resources, and improving enrollment and retention.

In the fall of 2016, MSU formed a Diversity, Equity, and Inclusion Task Force to develop the campus diversity plan under the direction of the Chief Diversity Officer and the Chief Academic Officer. The plan is based on the Kentucky Public Postsecondary Education Policy for Diversity, Equity and Inclusion that was approved by the Council on Postsecondary Education (CPE) on September 23, 2016. The development of the plan was focused on three primary areas of emphasis: Opportunity, Success, and Impact.

Opportunity

The primary focus of the plan will be focused on Morehead's 22 county area of geographic responsibility in Eastern Kentucky. Although the first-time freshmen enrollment was down in the baseline year, Morehead will strive to increase URM enrollment as follows:

	Baseline 2015-16	**Target 2020-21**
Undergraduate Black/AA	3.4%	3.8%
Undergraduate Hispanic or Latino	1.4%	1.6%
Undergraduate Underrepresented Minorities	6.9%	7.6%
Graduate Underrepresented Minorities	8.1%	8.6%

Success

The plan includes strategies designed to increase student success metrics related to six-year graduation rates, bachelor's degrees awarded, and first-to second-year retention. These strategies will be targeted to students who are low income and URM. Specifically, Morehead plans to increase six-year graduation rates from 34.1% and 32.6% for low income and underrepresented minorities respectively, to 38.% and 37.5% by 2021. In addition, Morehead plans to increase bachelor's degrees awarded and first-to-second year retention rates for low income and underrepresented minority students. These efforts are all being pursued with the goal of closing achievement gaps between these student groups and the majority student population.

Impact

Morehead State University's senior leadership recognizes and values the benefits of a diverse workforce. The impact of a diverse workforce has a great impact on the success of diverse students. The need to use recruitment networks and develop strategies to attract a diverse workforce, such as HERC and SREB resources, will be implemented. Campus climate is very important for students to thrive and for employee retention. In order to live and thrive on a diverse campus and in an increasingly diverse world, students, faculty and staff must become more culturally competent.   A bias reporting and response mechanism will be created for students, staff, and faculty to address issues that may affect the environment or atmosphere in which they work and live. Campus leadership will to systematically administer, analyze, and make use of feedback garnered from a campus climate survey and other tools.

Assessment

Assessment of the plan will be performed annually, with progression and feedback conducted. The targets that are a part of the strategic agenda and contained in the diversity plan will be reviewed concurrently. Any adjustments to the plan will be made after careful review and feedback from the Committee on Equal Opportunities. Moreover, the efficacy of the strategies outlined in the proposal to achieve success will be monitored and evaluated.

Executive Summary

The Murray State University (MuSU) Diversity Plan (the Plan) as presented addresses the imperatives of a sustained diversity initiative. The Plan is comprehensive in that it addresses issues of diversity for students, faculty, and staff, and emphasizes the importance of diversity in the curricular and co-curricular student experience and the workforce of the University. Diversity is the responsibility of the entire University community. The Plan describes the measures that will be taken from 2017–2021 to strengthen its efforts to promote diversity as an essential element in its pursuit for greater excellence. Murray State's Plan will remain fluid and be implemented in phases in an effort to have sustained change and growth. The initial phase will primarily address the criteria set forth in the *Council on Postsecondary Education's (CPE) Policy for Diversity, Equity, and Inclusion* (Statewide Policy).

The President's Commission on Diversity and Inclusion (PCDI) maintains the charge of involving others in a host of meetings which began during the fall 2016 semester:

- Meetings with the Collegiate Deans – individually and collectively
- Meetings with the Vice Presidents – individually and collectively
- Meetings with members of PCDI
- Meetings to discuss future of PCDI
- Meetings with Human Resources
- Meetings with leaders of various units
- Meetings, interviews and surveys in collective or individual formats with various students, student leaders and student focus groups and student advisors including but not limited to Alliance, Black Student Council, NPHC, etc.
- Preparation of drafts of the Diversity Plan for review and feedback from the aforementioned constituents

The responses from these efforts were reviewed for incorporation into the plan and will provide a more comprehensive review of our campus needs and climate. Murray State's progress towards achieving diversity has been established as an institutional strategic priority in its Strategic Plan approved by the Board of Regents in June 2015:

STRATEGIC INITIATIVE: Advancing a Culture of Academic Excellence
Goal: Creating and enhancing academic programs that will propel Murray State to be recognized as the Commonwealth's premier public University and the "University of Choice."

> Objective 3: Enhance efforts to recruit, retain, and engage a diverse, creative and outstanding faculty and staff.
> Measures/Action Steps:
> 1. Formalize strategies to meet or exceed benchmarks set forth by the MuSU Diversity Plan.
> 2. Formalize strategies to meet or exceed 2015 benchmarks and future measures set forth by the CPE.

The Plan outlines the existing MuSU diversity statement, statement of purpose, vision, diversity definition, development efforts, and implementation responsibilities. A definition of diversity as adopted by the Council on Postsecondary Education is presented. The strategic initiatives must directly address the core values that Murray State fosters through the integration of multiple components. The strategic initiatives are:

- Academic Excellence
- Student Success
- Research, Scholarship, and Creative Activity
- Community Engagement and Economic Development

Northern Kentucky University

EXECUTIVE SUMMARY

The university's Inclusive Excellence Plan is situated within the framework that emerged from the efforts of CPE (Council for Post-Secondary Education) to develop a new state-wide policy on Diversity, Equity, and Inclusion and a process for setting educational opportunity goals and determining eligibility to offer new degree programs. This new policy is "grounded on the premise that to truly prepare students for life and work in an increasingly diverse society, Kentucky higher education institutions shall develop a plan to embrace diversity and equity…commit to improving academic achievement for all students, create an inclusive campus environment, and produce culturally competent graduates for the workforce."

NKU's approach to developing its diversity plan is informed by the vision and practice of inclusive excellence, defined as an active, collaborative, and comprehensive change process that catalyzes excellence in learning, teaching, student development, engagement, and institutional operations (AAC&U, 2005). The Plan aligns with CPE's vision to "address the needs of and support the success of all students, particularly those most affected by institutional and systemic equity and exclusion" (CPE Diversity Policy, p. 2) and reflects NKU's aspiration to be "a community that embraces inclusiveness, diversity, and global awareness in all dimensions of our work" (2013-2018 Strategic Plan, p. 4). The Plan, structured around CPE's three focus areas, *Opportunity, Success, and Impact,* identifies a holistic approach for achieving institutional and educational excellence through quality learning and student success. The next section outlines the strategies for each focus area. Specific actions for each strategy will be detailed
within the body of the Plan.

OPPORTUNITY: Recruitment and enrollment of diverse[1] students
>**O1:** Increase outreach efforts to targeted high schools
>**O2:** Strengthen recruitment of traditionally underserved students
>**O3:** Strengthen recruitment of underrepresented minority (URM) and low-income students

SUCCESS: Student persistence and completion
>**S1:** Create strategic support systems for URM, low-income, and traditionally underserved students
>**S2:** Enhance a culture of student success through engagement and participation in student organizations and student life
>**S3:** Implement a systematic, coherent, first-year experience program that spans the entire college experience and includes high-impact practices
>**S4:** Increase success and completion of graduate students
>**S5:** Minimize financial barriers for URM and low-income students

IMPACT: Workforce diversity, campus climate, inclusiveness & cultural competence
>**I1:** Increase diversity of faculty, management, and staff by ensuring processes are equitable and consistently applied
>**I2**: Implement processes and initiatives that retain and promote diverse faculty, management, and staff
>**I3** Affirm full participation and a sense of belonging through equitable policies, practices, and procedures and on-going assessment of campus environment
>**I4** Affirm full participation and a sense of belonging through developing cultural competence of members of the NKU community
>**I5**: Embed inclusive excellence into all university planning and communications

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[1] Diverse is defined as underrepresented minority (URM), low-income, and traditionally underserved students

Executive Summary

The University of Kentucky submits this UK Diversity Plan (2017-2022) in accordance with the Kentucky Council on Post-Secondary Education (CPE) Diversity Policy. We have put forward an ambitious plan that narrows our focus onto eight goals and seventeen strategies that we believe will have the best chance of getting University of Kentucky to our goals in the areas of Opportunity, Success, and Impact. The goals we have articulated are as follows:

Opportunity

The University of Kentucky will:

- Increase its percentage enrollment of undergraduate African American, Hispanic/Latino, and underrepresented minority students.
- Increase its percentage enrollment of graduate underrepresented minority students.

Success

The University of Kentucky will:

- Raise the first year retention rate of underrepresented minority and low-income students.
- Raise the six-year graduation rate of underrepresented minority and low-income students.
- Increase the number of undergraduate degrees awarded to underrepresented minority and low-income students.

Impact

The University of Kentucky will:

- Increase the racial and ethnic diversity of its faculty and staff.
- Promote equity and inclusion.
- Produce culturally competent students, faculty, and staff.

Each goal has associated metrics and strategies. Each strategy has an identified responsible office and an assessment plan. The University of Kentucky is committed to diversity and inclusion as a core value and will pursue each of these enumerated strategies to the best of our ability. We are also committed to reviewing the impact our strategies are having on our desired outcomes, and adjusting our course if necessary. The success of this plan rests on the achievement of those outcomes.

University of Louisville 2017 - 2021 Diversity Plan

Executive Summary

The University of Louisville Diversity Plan provides a comprehensive view of some of the practices that are in place or are being initiated that support student success, campus climate and workforce diversity. The diversity plan provides a profile of the University that includes its Mission Statement, Carnegie Classification as a Research 1 institution, the Diversity Vision Statement and the Operational Definition of Diversity.

The Diversity Plan is based on the Kentucky Public Postsecondary Education Policy for Diversity, Equity and Inclusion that was approved and adopted by the Council on Postsecondary Education (CPE) on September 23, 2016. Therefore, the Plan is organized into three components: Opportunity, Success, and Impact as called for in the Policy.

Opportunity – In the opportunity (Student Enrollment) section, the diversity plan identifies UofL's Areas of Geographic Responsibility (AGR). These include Jefferson, Oldham, Trimble and more recently added Shelby counties. It includes a table with the population numbers and percentages by racial and ethnic populations based on 2015 data from the Kentucky State Data Center. There is also a table that shows the poverty status for populations within those counties, and a table that shows the college age populations (18-24) with the counties. The Diversity Plan focuses on Underrepresented Minorities (URM) with special attention being given to African American and Hispanic/Latino students, and on Low-Income students. For example, in the fall of 2016, URMs made up 20.3% of the total number of students enrolled (11.1% were African American, 4.4% were Hispanic/Latino and 4.8% were other URMs).

Information is also provided on Low-Income Pell Eligible students and it is interesting to note that almost 1/3 (32.6%) of our undergraduate students are low-income as identified by their Pell eligibility. Another 20.8% are First Generation or the first in their families to go to college. These data show the University's commitment to providing opportunity to URMs and Low-Income students.

Goals for Undergraduate Student Enrollment have been set for 2017 – 2021. For examples by 2021 we expect African Americans to make up 14%, Hispanic/Latino 6% and total URMs 23%. The Plan identifies high impact strategies that are being used to help reach the goals. For instance, one strategy the campus has implemented includes placing recruiters on the ground in Chicago, Cincinnati, and Nashville with the goal of recruiting more students, particularly URMs.

Goals have also been set for Graduate and Professional Student Enrollment. By 2021, URM graduate student enrollment is expected to be 15.5%.

Success – The Diversity Plan specifies student success goals for URMs and Low-Income students based on 1st to 2nd Year Retention, 6 Year Graduation Rate and number of degrees

awarded. For examples, by 2021 the 1st to 2nd Year Retention goal for Low-Income students is 77.5% and 80.5% for URMs. The Plan identifies current and new strategies that are or will be implemented to help reach the targets. One unique strategy that is being implemented in the Fall of 2017 is Living Learning Communities for the African American Male Initiative and the Porter Scholars. The activities in these communities will focus on academic success, mentoring, developing peer connections and gaining leadership skills. Both cohorts will take a common set of courses together, including Freshmen Orientation and English 101. Additional courses will be added and will vary by community.

Impact – This section includes workforce diversity, the campus climate and cultural competency. Five-Year goals have been set for faculty and management positions. The Plan includes high impact strategies for recruiting and retaining diverse faculty and staff. In addition, strategies for promoting equity and inclusion and monitoring the campus climate have been included. Emphasis on diversity training and strategies to increase cultural competency for students, faculty and staff have been identified. There is a structured process that enhances the cultural competency of students in that all undergraduate students are required to take two diversity courses as a part of the Cardinal Core (formerly general education) requirement. Enhancing the cultural competency of faculty and staff will be a bit more challenging. However, diversity training will be a resource and online training modules are being explored. Leadership hopes that the revision of the current exit interview instrument will lead to the identification and use of results that address faculty retention. Mentoring and coaching will also be used for internal career advancement.

Diversity and Inclusion of Other Groups – It is important to note that diversity at UofL extends beyond race, ethnicity and low-income. Services to other groups include **Gender Equity and Services for Women**; **Disability Services and ADA Compliance; Globalization and International Affairs; LGBT Services**; **Religious Diversity**; **Veterans/ Military Services; Community Engagement; and Opportunities for Diversity of Thought and Ideas.**

Assessment – It is important to measure the effectiveness of the strategies in order to determine if progress is being made in achieving the goals. Assessment and accountability tools will be implemented to help make adjustments as needed so that the goals will be met and for there to be overall institutional improvements.

Executive Summary

In accordance with the Kentucky Public Postsecondary Education Diversity Policy for Diversity, Equity, and Inclusion, the Council on Postsecondary Education requires an institutional diversity plan. Western Kentucky University's (WKU) Campus-Wide Diversity Plan, as mandated, focuses on each of the following three (3) areas.

    a. Opportunity – Recruitment and Enrollment of Diverse Students

    b. Success – Student Success

    c. Impact – Campus Climate, Inclusiveness, and Cultural Competency

Opportunity – Recruitment and Enrollment of Diverse Students

For the area of *Opportunity – Recruitment and Enrollment of Diverse Students*, WKU elected to set percentage range goals for the following IPEDS racial and ethnic categories. The categories are:

    a. Black or African American

    b. Hispanic or Latino/a

    c. Two or more Races

The focus on these particular racial/ethnic categories reflects the institution's commitment to align its goals for diversity, equity, and inclusion with those set forth in *The Postsecondary Education Improvement Act* (HB 1, 1997 Special Session), the Kentucky Public Postsecondary Education Policy for Diversity, Equity, and Inclusion, and the University's Strategic Action Plan, *Challenging the Spirit*. Secondly, students who categorize themselves as Black or African American, Hispanic or Latino/a, or as two or more races represent a significant subset of the overall residential population within the Institution's area of geographic responsibility (AGR). As a comprehensive university, WKU's emphasis on providing access and opportunity to these student populations reinforces its commitment to meet the higher education needs of the region.

Success – Student Success

WKU elected to set percentage range goals focusing on three (3) student success metrics in the *Success – Student Success* component. This focus includes:

    a. 1st-2nd year retention

    b. 6-year graduation rate

    c. Degrees conferred

Higher education scholarship repeatedly indicates that most students leave college for reasons other than poor academic performance. Thus, achieving these student success outcomes, retention, timely persistence to graduation, and degree attainment, is rooted in the institution's ability to successfully educate its students, to successfully fulfill its commitment to create environments where student learning, growth, and development will occur. This ability rests with faculty and staff. In fact, Tinto argued, "Students are more likely to become committed to the institution and, therefore stay, when they come to understand that the institution is committed to them. There is no ready programmatic substitute for this sort of commitment. Programs cannot replace the absence of high quality, caring and concerned faculty and staff" (1987, p. 176). The WKU Diversity Plan, then, stipulates strategies to create a successful learning environment, assist students in mastering the processes of student success, and achieve the desired student success outcomes beyond the programmatic. The approach the University has adopted to meet the student success outcomes involve high-impact practices and high-touch, high-relationship interventions from both faculty and staff to assist students in committing to their own success and to the institution.

Impact – Campus Climate, Inclusiveness, and Cultural Competency

For the area of *Impact – Campus Climate, Inclusiveness, and Cultural Competency*, the University's Diversity Plan emphasizes three (3) goals outlined in the Kentucky Public Postsecondary Education Policy for Diversity, Equity, and Inclusion. These goals include:

   a. Increase the racial and ethnic diversity of faculty and staff

   b. Promote equity and inclusion on campus in order to create a positive campus climate that embraces diversity

   c. Work toward producing culturally competent students, faculty, and staff

Achieving the desired outcomes for both student success and opportunity is incumbent on the University's ability to create and sustain environments to maximize learning, growth, and development of all members of the campus community. To be fruitful in the area of impact, the University is operating under a set of assumptions for achieving a positive campus climate, achieving meaningful inclusivity, and achieving cultural competence. Among these assumptions is the belief that the campus environment, both natural and constructed, and how individuals experience, perceive, learn, work, and play within the environment are tightly coupled. Environments, then, influence student, faculty, and staff behavior. With this in mind, the

Campus–Wide Diversity Plan provides foundational strategies for creating and sustaining a campus climate where enacting institutional values, such as, respect, civility, learning, leadership, and community are indicative of what we do and who we are.

The Planning Process

The process for planning the new diversity and inclusion approach was a grassroots process spanning 14 months. Faculty, staff, senior leadership, and students representing a cross-section of the campus community, representatives from the regional campuses, and stakeholders from the Bowling Green community invested hundreds of hours in determining the University's course of action. Input was solicited through focus groups, town hall style meetings, document analysis, guided purposeful dialogs, and structured and unstructured interviews.

Current planning implementation occurred in four (4) phases. Phase I involved assessment, inquiry, and community involvement to ascertain the current state of diversity, equity, and inclusion at WKU and then determining the next steps. Phase II involved document, webpage, and materials analysis to examine the University's communication message around diversity, equity, and inclusion both internally and externally. Phase III based on the direction the University is taking in the area of diversity, equity, and inclusion involved target setting and diversity plan annual goals. Phase IV consisted of developing strategies and interventions based on findings from the previous phases. The next phases will consist of communicating to the campus community about the Campus-Wide Diversity Plan, working with stakeholders for implementation, and assessing the plan to determine the University's effectiveness in reaching its goals and what modifications needs to occur.

Closing Comments

Western Kentucky University is committed to focusing on and espousing the values of diversity as well as recognizing how these values contribute to the preparation of productive, engaged and socially responsible citizen-leaders of a global society. As this plan will demonstrate, WKU has made concerted efforts to enhance diversity in its learning, living, and working environments. The University is also aware that, of necessity, this Diversity Plan is not a stagnant document, quite the contrary. New leadership coupled with a new strategic agenda presents a unique opportunity to situate WKU as a leader in the Commonwealth for creating an equitable and inclusive environment where faculty, staff, and student flourish. This document provides the Western Kentucky University strategic plan for diversity.

KCTCS - Individual College Plans Executive Summary Excerpts

EXECUTIVE SUMMARY

The Ashland Community and Technical College (ACTC) Diversity, Equity, and Inclusion Plan (Diversity Plan) is a document created to lead the implementation of a holistic strategy to guide future diversity efforts. ACTC's Diversity Plan is intended to integrate with other strategic documents. These documents include: the 2016-2022 ACTC Strategic Plan, the 2016-2022 KCTCS Strategic Plan, the ACTC Strategic Engagement Management Plan (SEMP), the college's annual plan that includes strategic enrollment action items, initiatives from the units and departments of the institution, the CPE Diversity Plan, and the 2016-2021 CPE Strategic Agenda.

The integral aspects of the plan are organized into three primary areas, categorized as *Opportunity, Success, and Impact.* These three areas coordinate closely with the four pathways of ACTC's SEMP: *Access to College*, *Progression through College*, *College Goal Completion*, and *Enhancing College Capacity*. *Opportunity* is aligned with Pathway I, *Access to College*. *Success* is aligned in part with both Pathway II, *Progression through College*, and Pathway III, *College Goal Completion*. The strategies and goals within *Impact* support Pathway IV, *Enhance College Capacity*.

The Diversity Plan will give insight into ACTC and who it serves. In addition, it will delineate the demographics of the five Kentucky counties it primarily serves. It will also describe the demographics of the college, as well as efforts currently in place to improve areas related to increase college diversity, closing the achievement gap, and challenges and opportunities.

The three primary areas of ACTC's Diversity Plan*, Opportunity, Success, and Impact*, will consist primarily of goals and the strategies that will be executed to achieve diversity outcomes.

OPPORTUNITY

Opportunity is defined as recruitment and enrollment of diverse students. The goals and strategies are indicated below.

Opportunity Goal I: Increase the percentage of Hispanic/Latino students at ACTC through enhancing outreach activities.

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Goal I Strategies

- Provide online orientation and college viewbooks in Spanish for students who would prefer that service.

- Implement focus group with willing current Hispanic students to seek their feedback in what would make ACTC more inviting.

- Director of Cultural Diversity will meet with all students in the English as a Second Language (ESL) program to discuss future options at ACTC.

- Enhance relationship with the Pastor at House of Grace Church (Spanish Speaking church in the area) in attempt to grow knowledge of Hispanic culture and recruit prospective students.

Opportunity Goal II: Increase the percentage of African-American students at ACTC through enhancing outreach activities.

Goal II Strategies:

- Provide a presentation/luncheon at specific high schools primarily for African-American students to discuss opportunities and culture at ACTC.

- Implement a student recruitment program in which volunteers are sought from the current student body to assist in building relationships with prospective students.

- Implement a Super Someday Series which includes a college camp for elementary students, an event centered on middle school students, the Ashland Regional College Fair, and community dialogues (partnering with NAACP).

- Partner with NAACP for the Senior Salute program held at ACTC to recognize underrepresented minority (URM) graduating seniors.

- Mail scholarship options, such as the J.T. Smith Scholarship, to upcoming graduating students and follow-up by phone call, text message, or email to discuss opportunities.

Opportunity Goal III: Increase the percentage of veteran students at ACTC through enhancing outreach activities.

> **Goal III Strategies:**

- Promote the ACTC Veteran Center and our student group affiliation, *Student Veterans of America,* to prospective veterans.
- Attend and promote ACTC at the Northeast Kentucky Veterans Advisory Council Expo and other veterans outreach events.

SUCCESS

Success is defined as student success by the *Diversity Action Planning Guide* provided by the KCTCS office of Cultural Diversity. ACTC will focus on the areas of success related to retention and completion. The goals and strategies for *Success* are outlined below.

Success Goal I: Enhance initiatives to improve both academic and non-academic support services to holistically address needs and barriers to retention for both in-person and online URM students.

> **Goal I Strategy:**

- SSES advisors will place more focus on utilizing Starfish to track URM students who are at-risk and reach out to them utilizing appreciative advising to help determine what the student is struggling with and make appropriate suggestions to help facilitate student success.
- The Director of Cultural Diversity will utilize a case management approach and communicate with URM students at least two to three times per semester to assist or respond to any concerns, including reminders of important dates, academic services, and upcoming activities.

Success Goal II: Create greater opportunities for student engagement and encourage increased faculty, staff and student involvement through our Student Activities.

Goal II Strategies:

- At events offered through our Cultural Diversity program, as well as other various campus events, student attendance will be tracked.

- Students who attend events related to diversity and cultural competency will be surveyed to gauge how the event impacted them and their experience at ACTC, as well as suggestions for what could be done in the future to make the events better.

- The data collected within the surveys will be maintained within an electronic database to determine the retention and graduation rates for these students.

- Implement a student focus group for URM's to discuss how the environment at ACTC can be adjusted so there is more interest in participating in activities and services at ACTC.

Success Goal III: Incorporate the high impact practice of collaborative and active learning that is already part of the college's Title III grant and Quality Enhancement Plan (QEP), that begins Fall 2017.

Goal III Strategies:

- Assuring high quality standards for gateway general education and technical programs courses through faculty training in the use and implementation of the standards promulgated by Quality Matters in online courses.

- Developing individualized support services for the eLearner as provided in the eLearning Centers that will be created on College Drive and Technology Drive campuses.

- Increase the number of courses that include active and collaborative learning activities in the classroom.

- Provide faculty training on incorporating active and collaborative learning opportunities in the classroom.

IMPACT

Impact is defined as campus climate, inclusiveness, and cultural competency. The goals and strategies for *Impact* are outlined below.

Impact Goal I: Increase cultural diversity learning opportunities for faculty, staff and students.

    Goal I Strategies:

- Provide culturally diverse educational information/sessions at the annual *All College Meeting* and *Staff Professional Development Conference.*

- Provide opportunities for culturally diverse learning, such as speakers, through planning and coordination of activities by the Diversity Committee, for students, faculty, staff, and the community coordinated by the Diversity Committee.

- Encourage faculty members to include culturally diverse themes in existing curriculum.

Impact Goal II: Continue to provide a culturally positive climate for faculty, staff and students.

    Goal II Strategies:

- Conduct a series of two question surveys to assess environment.

- Conduct one or two student focus groups per year to discuss climate.

- Charge the Campus Environment Team with the ability to address any issues noted in the surveys.

Impact Goal III: Increase the racial and ethnic diversity of faculty and staff.

    Goal III Strategies:

- Utilize nationally recognized educational publications and diverse publications, including the *Chronicle for Higher Education*, Indeed, the *American Baptist Newspaper*, and the *Louisville Defender,* to assist in recruiting for faculty and executive management vacancies.

- Include cultural competency in search committee training.

- Include culturally diverse employees on search committees.

Bluegrass Community and Technical College

<u>**Executive Summary**</u>

A major demographic shift is apparent nationally and in the BCTC service area. However, the BCTC student body diversity is showing minimal progress as overall student enrollment continues to remain stagnant. Last year's dialogue resulted in a call to action, which has led to the achievement of new grants, initiatives, committees, quick action teams, and overall positive change. Action steps are in place to challenge recruitment, outreach, low enrollment, achievement gaps, retention rates, transfer rates and graduations rates. The 2016 actual enrollment of underrepresented minority students at BCTC was 20.7. The target for 2017 was 21.4. Currently the largest growing BCTC demographic is students who identify astwo2 or more races. This shift continues to offer challenges and opportunity.   Issues such as current social climate and other societal related barriers often accompany many students of color, first generation, and/or low economic status populations.

After a review of trending demographics, data indicated future enrollment growth in the following populations: First Year, African American, Latino/Hispanic and International. Intentional enrollment and retention strategies for targeted populations has been identified. Holistic support for students from the point of entry until completion is a top priority. The Strategic Enrollment Plan is a revised working document that has hit specific targets and has projected outcomes and timelines to be continued or updated in the near future.

A second area of focus is the enhancement of communication within BCTC and with external stakeholders. As BCTC continues to expand, there is a need to keep faculty and staff abreast of new developments. While BCTC may offer academic and student services, there are opportunities to increase communication to encourage more student engagement.

Thirdly, BCTC has the potential to build enrollment through the development of new community partners. With seven different campus locations, BCTC is positioned to serve local communities in Central Kentucky. The college is an educational provider for a highly diverse student population and includes many sectors of community partners to serve an inclusive college community. BCTC provides instruction through face-to-face and online delivery. To enhance student success, a focus will be on the support of students in online courses. Accelerated learning through quality instruction to reduce the time to completion is also a significant priority.

Finally, BCTC will focus on strengthening academic and student services. The collaborations can create a unified experience for students and integrate services to simplify processes. Retention efforts that blend between academic and student services will be an area of concentration and development.

Six strategic enrollment management goals with proposed action steps, projected measurements and timelines are planned. A planned percentage range goals for the recruitment and enrollment of African American and Latino students is cited with strategies in place to lead to fruition. The six goals are: to increase enrollment for targeted populations, enhance awareness and knowledge by improving effective communication for all stakeholders, build enrollment through community partnerships, increase retention of targeted populations, promote quality instruction based on best practices for student success and strengthen academic and student services to support student engagement and completion.

Future and newly developed opportunities are enhanced by many new and continuing projects that have been initiated and or developed within the past year. Many best practices continue to make Bluegrass

Community and Technical College a comprehensive educational institution. Additional resources continue to through grant acquisitions and development. An example of a few successful best practices that further our inclusive learning environment are:

1. Continued promotion and/or institutionalization of effective programs and pipelines such as Trio grants (Upward Bound, Talent Search, and Student Support Services, and BCTC received the Northern Migrant Education Program, which is a supplemental education program that provides support for migrant children and their families. This program works to ensure that the appropriate academic services are offered to help migrant children do well in school and that they receive the needed levels of tutoring and instruction that will promote them to the next grade level. Migrant Education staff works with other school and community agencies to provide social and health needs that families may require. This program is a great partner with the BCTC Latino Outreach program.

2. BLINKS, (collaboration between the Links Inc., HBCU's and USA funds for community college transfer to HBCU, Kentucky State University) this scholarship for BCTC transfers provides full tuition scholarship to students with 2.8 or higher before transfer. This project has graduates over 10 students in the past 2 years and has 20 in the pipeline.

3. LSAMP (Louis Stokes Alliance for Minority Participation is a collaboration with University of KY, University of Louisville, KY State University, Centre College, Western KY University , Marshall University, West Virginia State, and University of West Virginia to increase minority enrollment is Sciences, technology, engineering and mathematics. BCTC is the pipeline school for this project and awards opportunities and resources for minority students interested in STEM at the community college level.

4. BCTC has many outreach camps for students in middle and high school to raise awareness such as CARNEGIE HALL (stem camp for high school students), Latino Leadership and College Experience Camp, and Super Someday offer college awareness leading to recruitment of students to all campuses.

5. The state/community-based grants such as Ready to Work and Work to Learn. The state/community-based grants such as Ready to Work and Work to Learn are instrumental in making education accessible to low-income single parents.

6. BCTC is in the final year of a Title III project Substantive Reform for Closing the First Year Success Gap. The project goals are to develop activities to increase first year to second year retention and academic success. The college-wide reform strategies-academic and nonacademic enhancements include redesign of developmental education curriculum with accelerated and linked courses, development of a structured, high impact First Year program and redesigned learning environments.

7. The First Year Center (FYC) continued to build upon the growth and success of its first two years. Students sought assistance from the FYC for issues as varied as advising, transfer assistance, personal and social issues. A redesigned First Year Student orientation was implemented that included Peer Mentors serving as Orientation Leaders. For Fall 2016, 1353 students attended orientation the retention of first-time freshmen showed a notable increase from Fall 2015 to Fall 2016. The retention rate for first-time students increased from 42.9% to 46.7%.

   In Years 4 and 5 of the project, the grant will target pilot cohorts of academically underprepared, first generation students.

8. College representation on The Gender Neutrality Ad Hoc Workgroup formed to research case law, best practices in various sectors to develop a slate of recommendations to inform the development of a proactive approach to policy and practice within KCTCS. In addition to a high-level summary of the research findings, this report includes several recommendations for KCTCS colleges and the System Office to implement in order to create a culture that supports lesbian, gay, bisexual, transgender, queer, intersex, asexual (LGBTQIA) students, faculty, staff, as well as their allies. These recommendations align with KCTCS values and CPE expectations.

Continued efforts contribute to the diversity and inclusion of faculty and staff at BCTC. However, we continue to struggle to attract and retain a diverse workforce. There are several challenges currently posed as retirements, resignations occur, and rehiring is not always followed. In 2016, BCTC had 53 jobs advertised as staff positions with 2,073 applicants. 221 applicants identified as African American, 48 applicants identified as Hispanic, 40 identified as Asian, 4 identified, as American Indian, 7 as Pacific Islanders and 9 applicants did not disclose a race, with the remaining identifying as white. BCTC had 10 faculty positions advertised with 203 applicants. Of those applicants 5 identified as African American, 2 identified as Hispanic, 5 identified as American Indian and 12 did not disclose their race. From these 63 total positions actually there were 29 full time positions hired. Faculty had 11 hires with 1 Black and 1 Asian. Staff had 18 hires with 5 Black, 3 Hispanic and 3 Asian employees. The HR department along with the college president gives a charge to the hiring committee to ensure that a diverse pool of applicants are considered for faculty and staff positons. A diverse committee made up of faculty and staff from thorough out the college interviews the candidate to select the most qualified person for the position.

In order to keep up the momentum BCTC College president aligned a Cultural Competence Quick Action Team co-chaired by the HR Director and the VP of Multiculturalism and Inclusion. This committee represented faculty and staff from every area of the college.

BCTC is strategic in its efforts to create campus communities that reflect the rich cultures of our state, the country and the society. Bluegrass Community and Technical College continues to make notable strides to address this issue. The department of Multiculturalism and Inclusion's five-year plan made a commitment of increasing the number of African American, Latino and other students of color of the college going population by 2 percent. Within the past five years, BCTC has become demographically reflective of the central KY communities; however, it is our goal to be reflective of the community that we wish to become, vibrant with a diverse representation of people, ideas, and culture. In order to stimulate the local economy and the synergy of this region we continue to guide this process of change.

Executive Summary

Big Sandy Community and Technical College (BSCTC) is committed to cultural awareness and cultural diversity where respect and understanding fosters interaction, acceptance, and collegiality by embracing all. Our commitment is demonstrated in our mission statement, strategic themes, and college diversity plan, UNITED. This report serves to provide insight into the college's approach to diversity, its history, and the challenges the college faces in providing a diverse environment. Data is provided for the purpose of assessing current performance within the areas of student diversity and success and workforce diversity.

Big Sandy's UNITED 2016-2021 Diversity and Inclusion Plan incorporates the goals and strategies which will be assessed annually in a report that will detail progress made toward targets, a summary and analysis of college activities with barriers encountered, and opportunities for improvement. UNITED will serve as a guide to improve future recruitment, retention, and promotion of students by providing measureable goals and the strategies that BSCTC will implement to achieve meaningful progress.

The Dean of Community Development leads the campus diversity efforts and assumes a key role in enhancing the academic, cultural, and social needs of minority students by providing opportunities for multicultural education and assisting in the development of a campus culture where diversity is respected and valued. It is the belief that diversity is the responsibility of all faculty, staff, and students as individuals and as members of the campus community, and this charge is not limited to one department. At BSCTC, senior cabinet level leadership is committed to this plan and will provide leadership and resources to assist in the implementation and support of all associated goals and strategies.

Executive Summary

Elizabethtown Community and Technical College's (ECTC) mission is "to prepare people to live and work in a constantly changing world through dynamic teaching and learning environments." As one of the 16 colleges in the Kentucky Community and Technical Colleges System (KCTCS), ECTC is committed to fulfilling this mission by cultivating diversity, multiculturalism, and inclusion throughout the communities we serve. In 2016, the KCTCS System Office and each of the local colleges engaged their respective communities using the Appreciative Inquiry model to begin the next phase of their diversity plan development. The local plan aligns with the new Kentucky Public Postsecondary Education Policy for Diversity, Equity, and Inclusion (hereafter the Statewide Diversity Policy); the 2016-2022 ECTC Strategic Goals; and the ECTC Strategic Enrollment Management (SEM) Plan. ECTC will engage in annual formative and outcome evaluations of the plan to improve effectiveness of the strategies and assess the progress toward the established goals.

Opportunity

The ethno-racial composition of ECTC's enrollment cluster (area of geographic responsibility) is roughly 12.4% minority. The demographic make-up of the 2016 undergraduate student body was similar to the enrollment cluster with 6.7% African American, 3.7% Hispanic, 3.6% two or more races, 3.5% unknown, 1.1% Asian, and 81.0% White. Less than 1% of the population was American Indian (0.3%) or Native Hawaiian (0.2%). The fall 2020 target for underrepresented minority (URM) students is 15.5%. The strategies that ECTC plans to pursue to maintain a diverse student body population include targeted outreach efforts for low income and minority students. The ECTC Ft. Knox Center (located on the Ft. Knox Army Post) gives the College special access to active duty and retired military personnel and their families, many of whom are URM. ECTC will continue to serve this unique population with high quality and specialized academic programming and services.

Success

Student success is defined as first to second year retention, graduation rate, and degrees conferred by low-income and minority students. The three-year average retention rate for URM students is 37.8% and 45.1% for low-income students. The 2020-2021 target for retention of URM students is 45.4% and 51.7% for low-income students. Strategies to improve retention

include expanding access to enhanced academic and student support services, improving academic advising, and implementing First-Year Experience. The three-year average graduation rate for URM students is 18.6% and 23.6% for low-income students. The 2020-2021 target graduation rate for URM students is 22.4% and 30.0% for low-income students. In 2015-2016, the College awarded 227 credentials to URM students and 1,602 credentials to low-income students. The 2020-2021 target for credentials awarded to URM students is 364 and 1,651 for low-income students. Strategies for improving graduation rates and credentials conferred are developing structured pathways for transfer or employment, and utilizing ongoing intrusive advising and support services.

Impact

The demographics of the workforce at ECTC for 2015-2016 were 5.8% URM Instructional Faculty and 21.9% URM for Management Occupations. The College has established a target goal of 10.6% for URM Instructional Faculty and 28.8% for URM Management Occupations by 2020-2021. Human Resources will strategically continue the recruitment of high quality, diverse employees through the use of Human Resources best practices.

Equity and inclusion will be promoted on Campus through inclusive curriculum, continued support of events that celebrate cultural diversity, and professional development. These activities will also enhance the cultural competence of both employees and students.

The Campus Environment Team (CET) at ECTC is responsible for monitoring the College and community environment. The CET will make recommendations to the College Council that is comprised of the President's Cabinet, Division Chairs, Staff Council Representative, the Director of Human Resources, and other mid-level managers. Subcommittees and work-groups that include community members and students will be formed periodically to support and inform the work of the CET.

The Director of Cultural Diversity will continue to coordinate the College's diversity efforts, including facilitating the production of the plan and annual report, serving as liaison for the KCTCS Diversity Peer Team, coordinating programs and services to improve opportunity and success for students, providing professional development and learning opportunities that

improve cultural competence and inclusion for the college community, Co-chairing the CET, and making recommendations providing regular updates about the College's progress for the Campus community.

EXECUTIVE SUMMARY

Gateway Community and Technical College has developed a comprehensive strategic plan for diversity and inclusion that focuses on three primary areas: *Opportunity, Success, and Impact*. Key strategies for these areas include:

OPPORTUNITY STRATEGIES:

O1: Develop and implement strategic marketing and recruitment activities focused on the 5 targeted Kentucky high schools

O2: Develop and implement strategic marketing and recruitment activities focused on the 5 targeted Cincinnati, Ohio high schools

O3: Further develop Super Someday recruitment event to expand reach and recruitment efforts to more students in targeted school districts

O4: Evaluate expanding dual credit program with Holmes High School to provide entry-level job training with completion of short-term credential by high school graduation

O5: Develop and implement partnership with Dohn Community High School in Cincinnati where DCHS students would earn dual credit at Gateway while fulfilling their vocational requirement for high school completion

O6: Develop partnership program with Cincinnati Youth Collaborative (CYC) to provide scholarship support and seamless support services to CYC graduates who enroll at Gateway

O7: Position Gateway as an inclusive, welcoming, and respectful educational experience for LGBTQ populations through improved campus culture, as evidenced by college participation in the Campus Pride Index

O8: Evaluate potential for development of pathways for the enrollment of international students, ESL students, and refugee populations

SUCCESS STRATEGIES:

S1: Increase engagement/participation in student organizations/groups

S2: Develop comprehensive arts and culture programming including exhibits, activities, and events to invite and engage diverse populations on campus

S3: Develop a comprehensive and collaborative case management model between Gateway and both NKY Scholar Houses: Northern Kentucky Scholar House and Lincoln Grant Scholar House to support at-risk, low-income parents in their pursuit of postsecondary education

S4: Develop and/or expand non-academic support services to serve low-income populations

S5: Evaluation and expansion of curriculum that emphasizes inclusion and appreciation of diversity and culture

IMPACT STRATEGIES:

I1: Promote a supportive campus environment for LGBTQ students and employees

I2: Develop infrastructure to provide sustainability of efforts around diversity, equity, and inclusion and ensure these efforts are strategically embedded into programs and services across the institution

I3: Develop and/or identify of professional and personal development opportunities for faculty and staff focused on uncovering implicit biases and improving cultural competence

I4: Develop and/or identify professional and personal development opportunities for students focused on uncovering implicit biases and improving cultural competence

I5: Increase and diversify efforts to attract/recruit a more diverse mix of faculty and staff

EXECUTIVE SUMMARY

The mission of Hazard Community and Technical College (HCTC) is to be a comprehensive, public community and technical college that empowers diverse learners, building self-confidence and leadership capacity for lifelong personal success and community enhancement.

HCTC maintains a welcoming and inclusive environment that recognizes and values the contributions of a diverse college population. Through the various Opportunities, Success, and Impact strategies described below, the HCTC Diversity Plan will implement focused interventions to improve student success for all URM and low-income/Pell recipient students. From this group, HCTC will measure and report the impact of the Diversity Plan strategies for first-time, full-time, credential-seeking students to the Council on Postsecondary Education (CPE). The HCTC Diversity Plan will also address issues related to diversifying the HCTC workforce and improving cultural competencies of HCTC students, faculty, and staff.

The HCTC Diversity Plan aligns with the CPE's *Policy on Diversity, Equity, and Inclusion*, CPE's Outcomes-Based Performance Funding Metrics, the 2016-2018 Kentucky Community and Technical College System (KCTCS) Business Plan, the 2016-2022 HCTC Strategic Plan, and the 2016-2022 HCTC Strategic Enrollment Management (SEM) Plan. In developing the HCTC Diversity Plan, team members were guided by the aforementioned policy and plans. All elements of the HCTC Diversity Plan are either directly framed in the language of these related plans or policy or are consistent with the overall objectives of the strategic planning processes of the college. One of the major objectives of the cross-functional diversity planning team was to align and integrate the college's Diversity Plan with the overall strategic planning processes and plans in a seamless fashion.

HCTC will increase the enrollment of underrepresented minority student populations and low-income/Pell recipient students by committing key personnel to recruit students from diverse backgrounds, reviewing the admissions process for barriers, and implementing a Minority Mentorship and Leadership Program at local high schools.

HCTC will increase retention rates, graduation rates, and credentials awarded to underrepresented minority student populations and low-income/Pell recipient students by conducting orientation sessions; implementing an HCTC Multicultural Leadership Program; identifying Student Services personnel to serve as points of contact for underrepresented

minority and low-income/Pell recipient students; and mandating a first-year experience (FYE) 105 Achieving Academic Success course for specific groups of students. In addition, advisors will provide intrusive advising strategies, such as interventions for students with less than a 2.0 grade point average and developing individual completion plans for students.

HCTC will diversify its workforce by adapting hiring practices that target underrepresented minority populations, training search committee members on implicit biases, and training human resources personnel on diverse recruitment methods. HCTC will promote equity, inclusion, and cultural competence through workshops, allocation of professional development money for employees to attend conferences, administration of campus climate assessments, incorporation of cultural competency themes into HCTC courses, and through community engagement.

HCTC will identify a Diversity Plan Lead who will report directly to the HCTC President or designee. The Diversity Plan Lead is responsible for the implementation, administration, assessment, and reporting of the HCTC Diversity Plan. The Diversity Plan Lead will work in conjunction with applicable HCTC units and sub-units to institutionalize the Diversity Plan strategies, facilitating a targeted, focused, and sustained effort to ensure the plan's success and create substantive changes.

The assessment of the HCTC Diversity Plan will be institutionalized and incorporated into numerous new and existing assessment processes college-wide. The HCTC Diversity Plan Lead and Office of Institutional Research will develop a Diversity Plan tracking and assessment system and will make modifications based on results, as necessary. The Diversity Plan Lead will also provide updates semi-annually at two college-wide meetings and quarterly updates to both the HCTC President's Cabinet. Finally, the HCTC Diversity Plan status update will be a standing agenda item at the annual HCTC President's Cabinet Strategic Planning Day Meeting.

Executive Summary

The Diversity Plan entailed in this document positions Henderson Community College (HCC) as an institution of higher learning that is both inclusive and committed to diversity. It represents the input of college faculty, staff, students, and community leaders, as they reflected on the cultural climate of HCC. Many hours of discussion, research with college data, as well as best practices in higher education were engaged in the development of the plan. Throughout the process every attempt was made to align the College Diversity Plan with the College Strategic Enrollment Management Plan.

In order to address Opportunity, HCC proposes strategies designed to meet potential students from diverse backgrounds at off-campus venues, communicating HCC's commitment to diversity and inclusion. In addition, data study revealed a significant gap between minority and white applicants who subsequently enroll at the college. Tactics to close this gap are discussed.

In regards to Success, research reveals the potential to improve student retention and completion through high-impact teaching practices, increased advising contacts, and enhanced cultural climate. Internal research revealed the need to encourage student use of support services and to increase opportunities for interactions among diverse students. A comprehensive strategy involving both academic and student services is designed to engage the entire campus in actions to address the needs of Underrepresented Minorities (URM) and under-resourced students from orientation through credential completion, especially through professional development for faculty and staff in high-impact practices.

Finally, Impact is aimed to monitor, measure, and improve college diversity and enhance the cultural climate of the campus. Yearly survey instruments will gauge progress and identify areas for improvement. Efforts to diversify the faculty and staff will be intensified. And, professional development for faculty and staff and expansion of culturally diverse experiences will lead to an increasingly inclusive and rich environment for students from all backgrounds.

Executive Summary

As a publicly-funded, comprehensive, two-year postsecondary institution, Hopkinsville Community College endeavors to provide its citizens with a wide variety of personal and professional learning opportunities. The college is committed to fostering inclusiveness and diversity, while serving as an example within the institution's geographic service area and beyond.

HCC promotes excellence in teaching and learning by offering an environment that supports intellectual, cultural, racial, and ethnic diversity. As part of the Kentucky Community and Technical College System (KCTCS), HCC is committed to creating and sustaining an environment of all-inclusive cultural diversity, where each individual is valued, respected, and supported, and is recognized on the basis of personal achievement, merit and contribution. KCTCS defines cultural diversity as, "the recognition and understanding of the similarities and differences between ourselves and other people based on race, religion, gender, sexual orientation, ethnicity, and/or nationality." (approved by the KCTCS Faculty Council, Spring 2006).

Opportunity

Success

Impact

The goals of HCC's Diversity Plan are supported and reflected by the institution's mission, vision, and values statements.

Mission

Hopkinsville Community College is an inclusive, student-centered educational institution that provides accessible, innovative, and comprehensive learning opportunities within a supportive community that encourages academic excellence. The college sustains strong educational, community, military, agricultural, and economic partnerships to improve the quality of life in the southern Pennyrile regional and Fort Campbell and enables students to be responsible citizens in a global society.

Hopkinsville Community College promotes excellence in teaching and learning by offering:

- Degree, diploma, and certificate programs and courses that enable students to transfer to four-year institutions, and acquire the knowledge and skills for new or continued employment.
- Developmental, academic, and support services that promote student success.
- Customized business and industry training.
- Continuing education and community outreach.
- Adult education.

Hopkinsville Community College is a member of the Kentucky Community and Technical College System and is a public two-year degree granting institution.

Vision

The first-choice institution of higher education and workforce training in our region.

Values

Academic excellence and life-long learning

Access and student success

Stewardship of human, fiscal, capital, and environmental resources

Leadership and community engagement

Inclusion, multiculturalism, globally focused

Continuous improvement

Strong partnership with the military community

HCC's **Strategic Plan 2016-2022** includes goals and objectives designed to guide the institution in the achievement of its mission and vision. An emphasis on diversity is woven into the Plan. *Goal 2, Objective 5* challenges the college to *foster a culture of inclusiveness*. Specifically, the following are stated as objectives:

- Support minority enrollment

- Emphasize cultural competency in the curriculum and co-curricular events

- Recruit faculty and staff that provide diversity in experience

- Continue to ensure access and support for all students

HCC's **Strategic Enrollment (SEM) Plan 2016-2020** includes goals and objectives designed to maintain a diverse student body.

In the SEM Plan's list of Marketing and Recruitment Goals, *Goal 2* specifically emphasizes increasing African American students and includes a myriad of tactics designed to achieve the goal.

In the SEM Plan's list of Retention and Completion Goals, *Goal 2* specifically emphasizes increasing retention and persistence rates and includes a myriad of tactics designed to achieve the goal – a significant number of the tactics support success of underrepresented minority populations.

Through an inclusive, broad-based process, HCC's Diversity Planning Team developed the following **guiding definition of diversity**:

> *At Hopkinsville Community College we understand that each individual is unique. We respect humankind and value the continuum of differences that exists in our world. As such, the college will promote an inclusive environment that allows students, faculty, and staff to thrive and positively impact a global society.*

EXECUTIVE SUMMARY AND INTRODUCTION

With diversity and inclusion so central to the mission and purpose of this college, it is no surprise that this 2016-2017 *Diversity Assessment Report* for Jefferson Community and Technical College contains many examples of progress and vitality as well as indications of challenges ahead and work still to be accomplished. We felt it was important to emphasize the various areas in which Jefferson is rich in it diversity of student population as well as staff and faculty. These programs and committees set the context for future improvement within our college as it pertains to diversity and inclusion initiatives.

A brief history of Jefferson Community and Technical College

Jefferson Community and Technical College, based in Louisville, Ky., is a comprehensive, public postsecondary institution providing students access to a wide variety of programs of study including allied health, business, engineering technologies, general education transfer studies, information technologies, and trade and industry technologies. It awards associate degrees, diplomas and certificates.

Jefferson is the largest of 16 colleges forming the Kentucky Community and Technical College System. It has six campuses, three in Jefferson County, and one each in Carrollton, Shelby County and Bullitt County. It also offers programs at Kentucky correctional facilities. Courses also are offered in Oldham County and online. A new Carrollton Campus is being built to be ready for classes in the Fall semester of 2017.

Jefferson will be receiving funding for two significant projects under the State Workforce Development bond-funding program. We are in collaboration with a Shelby county Schools proposal that was successful in getting a $3.2 million investment in Shelby County, of which about half will be invested in plant and equipment on the campus. In addition, we are the lead institution for the largest award provided by the State under this funding, $15.2 million for advanced manufacturing and information technology in Jefferson County that will be used to construct the AMIT building we have been working towards for several years. The funding also provides support to JCPS to collaborate with us in building the pipeline of students needed to meet industry demands in these fields.

Through the leadership of Dr. Ty Handy, President since January 2016, Jefferson enrolls about 12,000 students per semester and serves more than 20,000 students a year. In 2015-2016, the College awarded a record 1,480 Associate Degrees and 1,972 certificates and 135 diplomas in technical programs.

Our Mission

We open the door to quality education that promotes the economic and cultural vitality of our community, encourages all to discover and achieve their potential, and provides opportunities to turn dreams into realities.

Mission Goals:

Jefferson Community and Technical College fulfills its Mission by promoting excellence in programs and services in support of educational opportunity, lifelong learning, and student achievement as expressed in the following goals:

1. Support the attainment of regional and statewide educational goals through data informed and inquiry driven strategies to increase retention rates and completion of credentials (Associate Degrees, Diplomas and Certificates).

2. Maximize student achievement through an institutional commitment to effective teaching and support services.

3. Enhance workforce readiness and economic development of the community by providing seamless educational opportunities through agreements with adult education, secondary school systems, postsecondary institutions, community groups, and business and industry partners.

4. <u>Provide an inclusive, accessible, and safe learning and working environment.</u>

Values:

Guiding Values: We believe that learning changes people's lives. Toward that end, we value:

Diversity: We value diversity and embrace the diverse communities we serve.

People: We value people and trust, respect, and care for those with whom we work and serve.

Vision: From these values, Jefferson Community and Technical College will become an environment of hospitality and creativity where individual lives and human community can flourish through access to quality-driven, learner-centered education.

Jefferson Community and Technical College is pleased with the progress we are making and proud of the numerous diversity and global awareness initiatives across our six campuses. Through the efforts of our staff and faculty, students are being prepared to meet the demands of the rapidly evolving, increasingly global society in which they will pursue their careers. Below we have offered interviews of Students, Faculty, and Staff to give an overall summary of their thoughts/concerns with diversity on our campuses.

Executive Summary

Madisonville Community College values the benefit of diversity and is committed to creating a community which recognizes the inherent value and dignity of each person. We respect the variety of ideas, experiences, and practices that such diversity entails. It is our commitment to ensure equal opportunity and to sustain a climate of civility for all who work or study at MCC, or who otherwise participate in the life of the college. MCC defines diversity as the recognition and understanding of the similarities and differences between ourselves and other people based on race, religion, gender, age, disability, sexual orientation, ethnicity, and/or nationality.

Our Diversity Plan identifies three focus areas which are summarized below with the relevant strategies included. The Plan aligns with the college's recently approved 2016-2022 Strategic Goals, which are strictly aligned with those of the KCTCS Strategic Plan for 2016-2022. Specifically, the strategies that follow support the college's efforts to: 1) improve student success and achievement, 2) to promote cultural development and diversity, 3) to manage our enrollment strategically, and 4) to strengthen student engagement through use of research-based "best practices" in academic and student affairs.

In addition, the Plan strategies are aligned with the college's Strategic Enrollment Management (SEM) Plan which is in full implementation on campus. The SEM plan focuses on building stronger connections with our area high schools, expanding recruitment efforts for academic programs, and improving the delivery of academic advising on campus. Academic advising is a proven, research-based activity that will lead to increased student persistence and completion (Boudreau & Kromrey, 1994). This work will position the college to meet the challenges of performance-based funding, especially those student success outcomes that target completion and persistence.

Executive responsibility for the implementation of the following plan strategies belongs to the CEO/President, the Vice-President of Quality Assurance and Administration, and the Director of Cultural Diversity. Collaboration across key campus planning units will take place under the direction of these administrators.

Diversity Plan Focus Areas

<u>Opportunity</u>

1. Increase the number of diversity recruitment events on MCC's campuses.

2. Identify new diversity recruitment opportunities.

3. Promote short-term certificates to diverse populations.

<u>Student Success</u>

1. Improve the delivery of the academic advising program across the college.

2. Promote campus support offices early and frequently to entering students to ensure awareness of college programming.

3. Expand campus understanding of the barriers and challenges for students in poverty.

<u>Campus Impact</u>

1. Promote diversity among the faculty and staff.

2. Encourage the development of cultural competence in our student body.

3. Encourage the cultural competence of faculty and staff.

Executive Summary

The mission of Maysville Community and Technical College (MCTC) is to challenge learners to accomplish their educational, career, and personal development goals. The MCTC Diversity Plan has been developed to create a roadmap toward a future where diversity, multiculturalism and inclusion are integral components of MCTC's success in addressing the college mission as well as improving the employability and quality of life of Kentucky citizens.

The target populations for **Student Body Diversity** are:

- African American
- American Indian/Native American
- Hispanic/Latino
- Native Hawaiian
- Two or More Races

The foundation for this plan began with the development of the MCTC Strategic Enrollment Management (SEM) Plan in early 2016. SEM is more than a recruitment or retention plan. It is a data-informed process that aligns an institution's fiscal, academic, co-curricular, and enrollment resources with its changing environment, to develop programs and services to recruit, retain, and support students throughout their entire educational career.

The Enrollment Management Team was charged with developing MCTC's first SEM Plan. Five core concepts guided this work:

- **Students**, and their success, are at the core of all that the college does.
- SEM goals will align with the **mission** and **strategic plan**.
- **College wide participation** is critical to the institutional ability to meet enrollment goals. No single person is responsible for achieving the goals set forth in this plan; rather, collaboration and coordination between all areas of the college is critical to success.
- Attention will be given to the **fiscal impact** of enrollment goals, but goals will not be based solely on fiscal needs.
- **Relevant data** will be collected and used when setting enrollment goals and in assessing strategies and tactics.

The 2016-2019 Strategic Enrollment Management Plan includes voices and leadership from every department within the college. Over 100 employees served on subcommittees, providing research and collaborative dialogue for how the college will resourcefully recruit, enroll and serve students. SEM goals, as they relate to the Underrepresented Minorities (URM) in the Diversity Plan, include:

1. Increase enrollment of URMs by 2% each year
2. Increase the first year retention rate for URMs by 1% each year
3. Increase the Graduation Rate for URMs by 1% each year
4. Increase Degrees Conferred by URMs by 2.5% each year for Diplomas and Certificates; 3.5% for Associate Degree

A discussion of how to achieve these goals follows, detailed in the Opportunity, Success and Impact sections of this narrative.

1. **Opportunity:** MCTC has increased the enrollment of URMs from Fall 2015 (7.9%) to Fall 2016 (8.6%), growing at a faster rate than the overall student body of the institution. SEM strategic goals target high school seniors, dual credit students, and adult learners. MCTC is recruiting at service area high schools and community events, as well as bringing community events to all campuses. The college incorporates diversity into the curriculum through many facets of the classroom environment. Also, MCTC is expanding the students' experience through service learning in diversity. Further, student groups promote inclusiveness across all campuses of the institution.

2. **Success**: Enrollment, retention rates, graduation rates, degrees, and credentials results are provided. MCTC developed and implemented the Student Success Center to increase the number of students retained through completion of a credential. MCTC's Student Support Services program has proven successful in meeting objectives and helping qualifying students meet challenging educational goals through its current SSS project. Highlights of the annual SSS 2015-16 data report include achievement indicators ranking far above national averages.

3. **Impact**: MCTC uses Climate/Student Surveys and Advisory committees to measure the success of academics, student involvement, and diversity on campus. Additionally, the college implemented a new pipeline to recruiting a more diverse faculty/staff. MCTC also hosted the Multicultural Experience Program/Art Contest with 150 participants from college

& community participants. The institution recently implemented a great service learning project, now in its 2nd year: the Project Malaria 5K Run/Walk. Finally, the college Culinary Arts Program took an educational tour to Italy in summer 2016, and planning is underway for a subsequent tour in the summer of 2018 through Germany, Switzerland, and Italy. This provides students, many of whom have never ventured outside of Kentucky, an opportunity to experience the cultures and customs of different, unfamiliar people groups.

Throughout this narrative, data from the academic year of 2014-2015 will be compared to data from the 2015-2016 academic year. Also, the expected outcomes of the Diversity Action Plan, which are related to the 2010-2016 Strategic Plan Metrics, will be measured.

Executive Summary

Owensboro Community and Technical College (OCTC) is a public, two year community and technical college accredited by the Southern Association of Colleges and Schools Commission of Colleges (SACSCOC), and one of sixteen colleges that make up the Kentucky Community and Technical College System (KCTCS). The Office of Diversity and International Student Services at OCTC supports the diversity mission of KCTCS to promote and sustain an all-inclusive campus environment. Through the implementation of a comprehensive diversity plan, we seek to provide a campus environment that promotes and celebrates multiculturalism and provides members of the campus community with the opportunity to contribute and participate in the enrichment of the multicultural experience on the OCTC campuses.

OCTC's total student enrollment for Fall 2016 was 4,001. An assessment of minority student enrollment at Owensboro Community and Technical College indicated that minority student enrollment numbers have experienced a decline years earlier but began to stabilize in recent years. The latest data indicates an increase in enrollment for African American students at OCTC. Although enrollment for African American students has grown, OCTC continues to work toward improving graduation, retention and transfer rates for African American students. OCTC is working to address the enrollment and retention issues for African American students through new retention strategies and best practices adopted by the college. Hispanic/Latino and American Indian/Alaskan saw increases in enrollment for Fall 2016. Students who reported two or more races remained relatively unchanged. Minority retention increased between the Fall 2014 and Fall 2015 cohort with the college retaining 45.1% of minority students from the first to second year (Fall 2015- Fall 2016). Rates of minority students transferring from OCTC to other colleges or universities in the state has improved overall with many ethnic groups reporting higher percentages of student transfers from Fall 2011 cohort to the Fall 2012 cohort. OCTC has begun to implement policies and strategies that will positively affect retention and transfer rates for students on the campus. Overall, minority graduation rates are down for the college. Asian, African American, and Hispanic/Latino student graduation rates have seen slight decreases. American Indian/Alaskan graduation rates experienced a slight increase, and there was no change for native American/Pacific Islander graduation rates for the same year.

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OCTC continues to work on improving its workplace diversity. OCTC has experienced increases in hiring of minority faculty and other minority professionals; however, more work is needed to improve minorities hired in executive and managerial positions. OCTC must work toward the 2015 target for employment of minority executives and faculty members at the college. Since the initial workforce diversity data was published, OCTC has hired two additional minority faculty members and one professional staff member. Overall, OCTC continues to work toward meeting the goals of the six objectives identified in the Council for Postsecondary Education (CPE) diversity plan. OCTC continues to develop strategies to improve in the areas of first to second year retention, associate degrees, and credentials conferred, and the employment of faculty and employment of other professionals.

One of the stronger areas of diversity for the college is the opportunity for multicultural and diverse programs on the campus. Curriculum-based diversity is a strength. Assessment results also indicate slow progress in the area of minority student recruitment as well as recruitment of faculty and staff at the college. Although some numbers have shown slight improvement, the number of minorities employed by the college continues to fall below OCTC, KCTCS, and CPE expectations. Strategies and recruitment efforts were revised to attract and retain minority professionals at the college.

OCTC continues its commitment to diversity. The college celebrates its achievements in campus climate diversity. The continuance of curriculum-embedded diversity, along with other cultural opportunities presented to students, will only enrich their academic experience as students at our college. The college recognizes minority student recruitment and retention along with faculty/staff recruitment as challenges, and the college will maintain its steadfast commitment to improvement.

Introduction

The Council for Postsecondary Education (CPE) commissioned its subcommittee, the Committee on Equal Opportunity (CEO), to develop statewide policies that cultivate diversity across the commonwealth. The CEO recommended a comprehensive plan, which provided policy and framework recommendations for institutional diversity plan development. This plan was approved by the CPE for years 2011-2015, providing guidance and support while setting benchmarks for institutions to meet regarding diversity for their respective institutions. Through

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EXECUTIVE SUMMARY

Somerset Community College acknowledges the immeasurable benefits derived from having a diverse student body, including promoting cross-racial understanding, breaking down racial stereotypes, promoting spirited and energetic classroom discussion, and much more. Through its strategic planning process, SCC set goals of increasing recruitment and retention, specifically as related to underrepresented minority (URM) populations.

In total, SCC serves 6,641 students from 99 Kentucky counties and several out-of-state areas. More than 75% of our students receive some type of financial aid and our minority population is 5.92% of overall enrollment (Fall 2016 data).

From its inception, SCC has focused on providing a welcoming atmosphere for people of all races, colors, creeds, backgrounds, and orientations. The college frequently brings cultural programs to the campus for enrolled students, as well as visiting students and community members. These programs focus on, and give forum to, thoughts about equity and inclusion.

Expanding the minority program offered at SCC, recruiting a more varied student population, and continuing to provide the college and community with programs and activities that foster diversity are of upmost importance.

This diversity plan includes data on SCC as a whole and takes a closer look at specific URM groups on campus. In addition, areas of improvement have been identified through qualitative and quantitative surveys and existing data provided by the SCC OIER. Based on data, the following identified goals can strengthen and improve campus diversity recruitment (opportunity), retention (success) and campus climate (impact). Each strategy is outlined in further detail throughout this document.

- **Opportunity** (Recruitment)
  - Expand minority recruitment events
  - Promote minority-focused scholarships
- **Success** (Retention)
  - Lessen language barriers on campus
  - Impact retention and graduation rates

- **Impact** (Campus Climate)
  - Increase racial and ethnic diversity of SCC faculty and staff
  - Provide continued oversight for campus diversity initiatives and activities

Executive Summary

SKYCTC is committed to the success of its students and employees. SKYCTC values the diversity of backgrounds and experiences of its people. The College values the similarities, as well as the differences, of individuals. It promotes diversity, awareness, and inclusion.

Located in one of Kentucky's most ethnically diverse regions, SKYCTC is part of a community that appreciates and engages with people of different races, ethnicities, and cultures. With one of the highest concentrations of minority and international students in the state, the region is home to a variety of nationalities with dozens of languages spoken within the community and educational institutions.

These distinguishing factors are influenced by the dedicated faculty and staff that are committed to both student access and student success. SKYCTC promotes and supports a collegial culture that sets high expectations, encourage engagement of students, faculty, and staff and inspires innovations in teaching and learning. The College was recognized in 2012, 2013, 2014, 2015, and 2016 by the Kentucky Chamber of Commerce and Kentucky Society of Human Resource Management as one of the Best Places to Work in Kentucky.

A deliberate concentration on diversity at all levels of SKYCTC is essential to our mission, purpose and values. Fully embracing the concept of diversity is necessary for achieving an inclusive environment that reflects the global world that we are living.   The following pages provide data, goals, and strategies of various dimensions of diversity in the areas of student body diversity (opportunity), student achievement (success), and employee diversity (impact). It is our desire, as a College, that we broaden our perspectives and worldviews to prepare our students to be citizens of a global society.

EXECUTIVE SUMMARY

Unlike most institutions in the Kentucky Community and Technical College System (KCTCS), Southeast Kentucky Community & Technical College (SKCTC) did not peak in enrollment until 2011, and enrollment has declined since. However, a drop in enrollment of almost 30% from Fall 2013 to 2014 has grabbed everyone's attention. An additional concern, voiced by staff, is the decline in the economy of Eastern Kentucky. Higher wages are no longer prevalent, and unemployed workers will leave the area rather than be retrained for positions that will not pay at the level they previously enjoyed. This will be a marketing challenge. SKCTC, which is located in the Fifth Congressional District, continues to have a high percentage of adults 18 and over without a high school diploma or GED. SKCTC is accredited by the SACSCOC and offers a wide range of classroom and online course options through each of the five campuses in Cumberland, Harlan, Middlesboro, Pineville and Whitesburg. The Diversity Action Plan will align with the KCTCS and SKCTC Strategic Plans. Development of the SKCTC Strategic Enrollment Management (SEM) plan will be grounded in the institutional mission, goals, and the Strategic Plan of the college and will continue the commitment to excellence and service to the community. The Plan establishes a unified direction for SKCTC and KCTCS for increasing not only enrollment and retention, but awareness. Further, it establishes responsibility, resources required, timetable, and method of evaluation, thus facilitating control of progress. The Plan is based on three focus areas:

1. Opportunity: Student and graduate demographics; goals for recruitment and enrollment of Blacks and underrepresented minorities (URM); recruitment and enrollment strategies.

2. Success: Identify high impact practices; goals for URMs and low-income student success metrics.

3. Impact: Set goals for increasing faculty and staff diversity; strategies to increase, retain, and promote diverse faculty, promote equity and inclusion, and monitor the campus and community environment; strategies to implement initiatives designed to increase the cultural competency of students, faculty and staff.

An appropriate plan for assessing each strategy is included in this report, followed by the conclusion/next steps and the references.

West Kentucky Community and Technical College
Diversity Plan
Executive Summary

Diversity Planning Steps

Diversity and Inclusion planning is an integral component of the college strategic planning efforts including WKCTC's strategic plan and WKCTC's strategic enrollment plan. The Director of Diversity and Inclusion, working in collaboration with the Diversity Planning Team Unit and Department Supervisors, will provide oversight and leadership in the development and implementation of the WKCTC Diversity Plan. The Director is charged with monitoring, identifying and giving voice to concerns that could negatively affect opportunity, success, and impact inclusion, engagement and equity of existing or potential campus populations at WKCTC.

A cross-functional diversity and inclusion planning team was identified by the director and approved by the president of WKCTC. Feedback was solicited and received from the team to develop the WKCTC Diversity Plan Draft. The team included diverse faculty, staff, and students from WKCTC and community members from the service region. The team included members of the following campus teams/committees who help to support the prioritization and implementation of strategic interventions of the WKCTC Diversity Plan:

- Diversity and Inclusion Administrative Advisory Committee - non-academic and academic support enrichment programming.
- Enrollment Management Committee - inclusive strategies and tactics for student recruitment, application, enrollment and retention.
- General Education Outcome (GEOC) Committee - a team assessing general education student learning outcomes through embedded course assignments including knowledge of human cultures, personal and social responsibility, intercultural competence and ethical reasoning.
- Starfish Advisory Council - oversight of the student early alert and educational intervention network working with campus-wide partners to identify problems early and help at risk students.

These campus teams and committees work collectively to identify problems and underserved populations of students at WKCTC, helping provide insight to initiatives at the college to be developed and included in the WKCTC Diversity Plan. The tactics used to address identified issues from the team are outlined in this plan. Strategies of the WKCTC Diversity Plan will be implemented with loyalty and fidelity, including summative assessments each reporting year.

Focus Areas and Goals

Where applicable, focus areas have been assigned target goals that align with KCTCS and WKCTC strategic plans, as well as the WKCTC Strategic Enrollment Management Plan. Strategies have assigned leaders, who will collaborate to provide oversight of initiatives within the WKCTC Diversity Plan and are identified in Table 11. Strategies also include tactics and/or practices that will be used to achieve goals and are provided in this plan.

Focus areas for the WKCTC Diversity Plan are:

- Opportunity- student access: college readiness, recruitment and enrollment of minority students.
- Success- includes persistence, retention success, course pass rate, graduation, and credentials awarded.
- Impact- includes three broad areas
  - Employment Diversity: actively recruit, retain and promote diverse workforce, community involvement.
  - Equity and Inclusion: faculty-staff training, diversity programming & engagement.
  - Campus Climate/ Cultural Competency: address how the faculty and staff generate a successful atmosphere.

CPE President's Report to the Council

Kentucky Adult Education Skills U issues Request for Applications

Kentucky Adult Education (KYAE) Skills U recently launched its Request for Application (RFA) for multiple-year adult education services grants. KYAE Skills U will be accepting applications from eligible applicants to develop, implement and improve adult education activities within the state.

The RFA calls for establishing or operating programs to provide a comprehensive service model for adult education services, including programs that provide such activities concurrently for multiple fiscal years of July 1, 2018 - June 30, 2021. As part of a continuing effort to be good stewards of funding, the RFA features measures to increase both programmatic efficiencies and cost effectiveness, including a multicounty management model and an increased emphasis on demand-driven services, and postsecondary and career preparation. The deadline for RFA submission is March 2, 2018, 5:30 p.m. EST. All KYAE Skills U RFA materials are located here.

Seventh annual Student Success Summit set April 9-10

The seventh annual Kentucky Student Success Summit will take place April 9-10 at the Marriott Louisville East.

This year's summit will focus on the theme, "The Future of Undergraduate Education, The Future of Kentucky." The first day of the Summit will explore three priority areas: improving academic quality; increasing equity and diversity; and ensuring affordability. The second day will focus on how colleges and universities can better engage and support nontraditional adult students Keynote speakers confirmed to date include Dr. Michael McPherson, co-chair of the American Association of Arts and Sciences' Commission on the Future of Undergraduate Education and president emeritus of the Spencer Foundation, and Dr. Judy Genshaft, president of the University of South Florida. Registration information is available at http://cpe.ky.gov/studentsuccess.

New work groups to focus on key policy topics

CPE staff have formed several new work groups and committees to help implement the strategies in *Stronger by Degrees*. The overarching Committee on Undergraduate Education (CUE), comprised of associate provosts, provides input into policy development, and the various work groups provide information and guidance to the CUE.

Each group focuses on many of the same policy issues, but approaches them from different perspectives. The current policy priorities are listed below.

- Define and develop metrics for "academic quality"
- Revise statewide minimum college admissions standards
- Support adult learners, with a special emphasis on military students
- Take corequisite education to scale
- Establish curricular pathways that allow students to choose quantitative gateway courses that are better aligned with their majors and
- Develop a statewide definition and criteria for STEM+H programs.

Listed below are the new work groups and their work to date.

Academic Quality Assurance
This group, comprised of assessment directors, met at the CPE offices in November and each member gave a short presentation on institutional assessment. The group met again in January at the University of Louisville's Teaching Innovation Learning Lab, where members developed a definition and possible metrics for "academic quality."

Committee on Undergraduate Education
The group met in January at CPE offices to discuss proposed changes to the minimum admissions and placement policy, and the academic program review policy. The group also discussed various student success strategies on their campuses.

General Education Work Group
Comprised of chairs of institutional general education committees, the General Education Work Group met at the CPE offices in November. Each institution provided a summary of curriculum revisions, planned changes, as well as the incorporation of diversity and equity, and the use of high impact practices in general education.

Teaching and Learning Work Group
The Teaching and Learning Work Group is a combination of the former Faculty Development Work Group and the Distance Learning Steering Team. The group met at the CPE offices in November to discuss promising practices as well as obstacles to promoting pedagogical professional development.

Staff

Carson named chair of UK Martin School Board of Visitors

Congratulations to Ron Carson, senior fellow and legislative liaison, who has been named chair of the Board of Visitors of the Martin School of Public Policy and Administration at the University of Kentucky. In his role as chair, Carson will work with Martin School Director Dr. Ron Zimmer, the faculty, staff and students, as well as other Board of Visitors members, to help advance the school's agenda moving forward. The Board's role is to advise and support the Martin School.
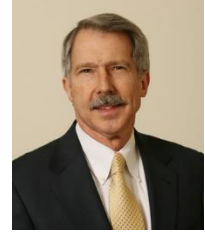
"I feel honored to work with such a very distinguished group of people and to be able to assist the Martin School with continuing its remarkable progress, due in part to the extraordinary leadership of former Chair Brad Cowgill, who also served as the interim president of the Council on Postsecondary Education," he said.

For more information, and to view the membership of the board of visitors, see http://martin.uky.edu/bov.

CPE staff attend national conference

A team of CPE staff, including Bob King, Lee Nimocks, Aaron Thompson, David Mahan and Sue Cain, attended the 2017 Complete College America's Annual Convening: Access to Their American Dreams Nov. 29-Dec. 1. NKU Provost Sue Ott Rowlands and Owensboro CTC President Scott Williams joined the team.

CCA's game-changing strategies to improve student success are being embraced in Kentucky. CPE is currently assessing the extent to which each public university and community college campus is adopting the proven success strategies promoted by CCA.

Thompson featured speaker in several activities

In January, Aaron Thompson, executive vice president and chief academic officer, played a key role at both state and national events.

- NASH/ACE System Leadership Academy, where Thompson discussed inclusive excellence and equity gaps.
- Jefferson Community and Technical College's MLK celebration, where he led a session on "MLK is Still Speaking from the Mountaintop."

- The AAC&U Annual Conference, where he participated as a panelist discussing student success topics around the theme, "Let the Circle Be Unbroken: Learning Outcomes and the Public Trust."

Patrick named to regional leadership position

Sue Patrick, executive director for communications and marketing, was re-elected to the Public Relations Society of America board of directors, East Central District. The district represents 17 chapters in 11 states. She will provide leadership for digital communications and the Platinum Award, which recognizes depth in the profession. In addition, Patrick was reappointed to the board of directors for the Thoroughbred Chapter of PRSA, where she formerly served as president.

Kentucky Commissioner of Education Report

The following is a report from Dr. Stephen Pruitt, Commissioner of the Kentucky Department of Education.

Academic Standards

Work is moving along on the revision of Kentucky's Academic Standards per Senate Bill 1 (2017). Members of the math and ELA advisory panels (APs) are scheduled to meet beginning the last two weeks of January 2018. The third round of public comments for the current math and ELA standards progressions, is scheduled to close January 11 with the data being utilized to inform committee members during the initial AP meetings.

Meanwhile, Health and Physical Education standards are being finalized by their Review and Development Committee (RDCs) and will be shared with the Local Superintendents Advisory Council (LSAC) for feedback and input this upcoming February 2018. Public feedback on the Computer Science draft standards closed January 2 and is currently being analyzed for presentation to the Computer Science standards development committee later this month. Further, the KDE sought public feedback on the proposed Bible Literacy Standards per House Bill 128 (2017). Feedback was collected through Sunday, December 10 with the second Bible Literacy standards committee workgroup scheduled to meet Thursday, January 11.

Additionally, the KDE will be beginning the Social Studies standards revision process later this month. The process will launch with a webinar on January 23 outlining details for public comment/feedback on the current standards and call for teacher participation in the Social Studies APs and RDCs. More details on the webcast will be available soon.

Charter Schools

There are four (4) regulations currently being promulgated that will guide the implementation of Kentucky's public charter schools:

- ✓ 701 KAR 8:010 – Student application, lottery and enrollment
- ✓ 701 KAR 8:020 – Evaluation of authorized performance
- ✓ 701 KAR 8:030 – Revocation and nonrenewal process for authorizers
- ✓ 701 KAR 8:040 – Conversion charter school creation and operation

These regulations have been approved by the Kentucky Board of Education (KBE) and were heard by the Administrative Regulation Review Subcommittee (ARRS) on Monday, January 8, 2018. Once effective, the application process can begin for implementation in the 2018-2019 academic year.

Computer Science

1. **KDE Computer Science Initiative**

   The KDE Computer Science Initiative is a partnership with Code.org, Advance Kentucky, and the College Board to offer professional development and support to computer science teachers, schools, and districts interested in offering CS for the first time. This is a K-12 initiative intended to develop true K-12 CS pipelines in districts and/or ATC's. The application to apply to become part of the 2018-2019 cohort will be available soon (late January).

2. **Kentucky K-12 Computer Science Standards**

   VISION - Learning through computer science can benefit all students, K-12. The Kentucky K-12 Computer Science standards are designed to:
   - i. focus on "creating" (rather than a simple consume model);
   - ii. implement and integrate into many content areas; and
   - iii. expose more learners to critical thinking, computational thinking, and problem-solving through computer science.

   BACKGROUND - By creating more opportunities for computer science learning for Kentucky students, we will:

   - iv. reach, keep, and engage more students in learning;
   - v. create a pool of more qualified people to fill existing job openings; and
   - vi. stimulate suppressed economic regions of our state by developing a high-tech, skilled workforce.

   The 30-day public comment window for these standards concluded on January 3, 2018. It is anticipated that they will be heard by the Kentucky Board of Education for a first reading at their April regular meeting.

3. **Tech Ready Apprentices for Careers in Kentucky (TRACK) IT Pilot Pathway (IT Pre-Apprenticeship)**

   KDE is excited to offer, for the first time, a pre-apprenticeship opportunity in IT for Kentucky high school students in conjunction with Interapt (https://www.interapt.com). TRACK students will complete a prescribed set of IT courses in high school and have the opportunity to take the Project Based Programming course during senior year (a course developed in partnership with Interapt). After completion of this course, these students will be eligible to sit for the IT TRACK industry certification exam.

   After high school graduation, those that pass the exam will be guaranteed an interview into Interapt's computer programming apprenticeship program (officially registered with the KY Labor Cabinet). Students will also be granted up to 500 hours worth of credit toward the 2,000 hour program. Upon completion of the apprenticeship program, students will earn a nationally recognized credential from the US Dept. of Labor and have the opportunity to be hired by a variety of companies across the Commonwealth.

The Every Student Succeeds Act (ESSA) Consolidated State Plan

Kentucky's plan for implementing the federal Every Student Succeeds Act (ESSA) is continuing to take steps forward in the process toward approval. In December the United States Department of Education (USED) provided feedback based on its initial review of the plan submitted in September. Negotiations with USED and clarifying amendments to the plan are now underway, with a final deadline for a revised submission of the state plan due to USED by January 31, 2018.

New Skills for Youth (NSFY) Initiative

Kentucky is one (1) of ten (10) states involved with Phase 2 of the NSFY Grant Initiative, which is part of a 5-year, $75M program being sponsored by JP Morgan Chase and Company. The program is aimed at connecting students to high-skill, high-demand careers. Kentucky's Phase 2 plan is designed to regionalize the governance and delivery of Career and Technical Education (CTE), requiring the following:

- *employer-led, cross-institutional involvement;*
- *seamless secondary-to-postsecondary career pathways;*
- *shared resources and funding; and*

- *the offering of industry certifications and credentials recognized by business and industry.*

Year one (1) of Kentucky's plan is drawing to a close. Cohort 1 awardees (Burgin Independent, Corbin Independent and Lee County Public Schools) have begun their regionalized planning efforts and the Request for Application (RFA) was released on January 8, 2018 seeking Cohort 2 applicants. An announcement of Cohort 2 awardees is expected in late April.

2018 Kentucky Board of Education Meetings
All meetings are located on the 5th floor at 300 Sower Blvd., Frankfort, KY. Meeting materials can be found at: https://education.ky.gov/KBE/meet/Pages/default.aspx
- February 7, 2018
- April 11, 2018
- June 6, 2018
- August 1-2, 2018
- October 2-3, 2018
- December 5, 2018

Project Graduate Update

Project Graduate is an adult learner completion program that seeks to recruit and graduate former students with 80+ credit hours toward a bachelor's degree. Launched in 2007, the Project Graduate model includes a statewide brand that all campuses use; student outreach materials; and campus staff who provide adult-friendly services and incentives, which vary by campus. Application fee waivers, academic advising, credit for prior learning and military service, and a one-stop area and single point of contact for assistance are a few examples. The Council's role is to serve as a convener, and to develop and deploy marketing and media promotions, as well as data analysis to track the progress.

To qualify for Project Graduate, a student must meet the following guidelines:

- Does not already hold a bachelor's degree.
- Has accumulated 80 or more undergraduate credit hours at any institution(s).
- Is entering or returning as a bachelor's-degree-seeking student after not being enrolled at the institution where they are seeking admission or readmission for at least two years.
- Was contacted by and/or received services or benefits unique to Project Graduate.

The presentation to the Council will provide an overview of the program with a focus on how campuses serve students. Project Graduate advisors from Eastern Kentucky University and the University of Kentucky, along with a current student and a graduate, will be on hand to tell the campus story.

Project Graduate is the 2012 winner of the national Noel-Levitz Retention Award for Excellence and the 2015 Public Relations Society of America, Thoroughbred Chapter's "WIN" award.

Project Graduate

Sue Patrick

Executive Director, Communications and Marketing, CPE

Overview

- Project Graduate:
  - Completer program for adults with 80 credit hours.
  - Collaborative model with campuses with one statewide brand and launched in 2007.
- Council convenes campus reps; develops state and customizable campus marketing resources.
- Campuses offer high-touch services, incentives.

Marketing & media

State initiative encourages former students to finish college

Program to target college dropouts

Help them return to school, get degree

PROJECT GRADUATE

You can finish — We will help

College graduation beckons

Project Graduate helps working adults finish college

170

3

By the numbers

- **Project Graduate has provided services to 3,123 students** since AY 2011-12.
- **1,559 students have graduated** from the program since AY 2011-12.
- **738 students in the pipeline**.

Who are our students?

- **27%** enroll as full-time students; **73%** enroll as part-time.

- **12%** are underrepresented minorities.

- More females (**57%**) enroll than males (**42%**).

- Top degrees
  - General studies
  - Nursing or other health fields
  - Information technology

Based on enrollment, AY 2016-17. Source: Kentucky Comprehensive Database.

Guest speakers

- Lisa Cox, EKU
  Alesia Miller, EKU student

- Mike Shanks, UK
  Joseph Best, UK grad

Financial Literacy on Kentucky's College
and University Campuses

Improving the financial literacy of students and families is one of the strategies of Objective 5 of the 2016-21 Statewide Strategic Agenda. Paying for college and growing levels of student debt continue to be a top concern of policy makers and the public, and the CPE board and other state leaders are interested the efforts to improve financial literacy among students/families and increase transparency around college costs.

Last summer, the CPE convened the financial aid directors of each of the public Kentucky institutions and several from the private institutions to discuss the current strategies taking place on Kentucky campuses to educate prospective and current students about college cost, student loans/debt, and financial aid. The majority of the meeting was spent in a roundtable conversation with each campus sharing strategies, challenges, and opportunities related to improving prospective and entering students' understanding about college costs and financial aid, and using financial aid effectively to improve retention and completion. CPE followed up the conversation with a survey to gather specific strategies from each campus. The following report details those efforts.

Tiffany Jackson, executive director of the University's new Financial Wellness Center, and Doug Cleary, Director of Financial Aid at KCTCS will join us to discuss efforts at their institutions to help provide students with the tools and support they need to build a strong foundation for their financial future.

Financial Literacy Efforts at Kentucky's Public Colleges & Universities

Addressing Student Debt & Improving Affordability

January 2018

Kentucky Council on Postsecondary Education

About the Council on Postsecondary Education

The Council on Postsecondary Education is Kentucky's adult and higher education coordinating agency committed to strengthening our workforce, economy and quality of life. We do this by guiding the continuous improvement and efficient operation of a high-quality, diverse, and accessible system of postsecondary education.

Key responsibilities include:

- developing and implementing a strategic agenda for postsecondary and adult education that includes measures of progress.
- producing and submitting a biennial budget request for adequate public funding of postsecondary education.
- determining tuition rates and admission criteria at public postsecondary institutions.
- collecting and distributing data about postsecondary education performance.
- ensuring the coordination and connectivity of technology among public institutions.
- administering adult education programs serving every county in Kentucky.
- licensing non-public postsecondary institutions to operate in the Commonwealth.

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Introduction

Financial literacy, or understanding how money is made, spent, and saved in order to make informed decisions, is particularly important during the transition to and through college. Students who have a deeper understanding of finances and how they work are better positioned to make decisions regarding the college or university they attend, what to major in, how to pay for their education, how to increase their chance of graduating, and how to take on and manage student debt after finishing school. All of these choices have a direct impact on their future success and financial security.

This brief provides an overview of strategies in Kentucky to improve the financial literacy of the state's college students, and consequently, the longer-term financial well-being of graduates as they begin their careers and families. As these initiatives grow and expand to other campuses, they promise to relieve some of the pressure rising costs have placed on enrollment, retention and completion.

Many Students and Families Feel College is Out of Reach

Education and training beyond high school strengthens state and regional economies, builds a strong workforce, and improves economic opportunity for individuals. But concerns about the rising cost of postsecondary education and growing student debt levels have become a barrier to college access and completion, particularly for low- and middle-income families.

According to a recent report from Gallup,[1] "four in five Americans (79%) do not believe higher education is affordable for all. Further, young adults cite college costs as their top financial problem, and paying for college tops the financial concerns of U.S. parents who have children younger than 18." In Kentucky, over 60% of public university graduates leave with student loan debt, and average loan amounts are over $29,500, up from just over $22,000 in 2010-11.[2]

For Friends in Need, Peer Mentors are Friends Indeed

Peer mentors and counselors have proven to be an effective way to educate fellow students about student aid, loans, and college financing at several Kentucky colleges and universities. KCTCS student ambassadors provide limited loan and financial counseling to students, while UK's MoneyCats Team builds rapport with peers and assists them with basic money management concepts they might not be comfortable discussing with faculty or staff. These peer coaches attend mandatory training to understand available campus resources and the proper way to conduct appointments. Duties include meeting one-on-one with peers, giving presentations about financial literacy concepts, and assisting with the creation and implementation of student programs.

You've Got Mail!

Several campuses are accelerating student loan outreach through annual personalized loan letters. These efforts are modeled after Indiana University's program, where loan transparency letters are sent every time a student receives a financial aid package. The letters remind students of the total amount borrowed up to that point; the potential total payout amount; potential monthly payments; and the percent of the amount available to them by the federal government. IU credits the letters, along with broader program efforts, in reducing loan volume by 15% since 2011-12. UofL began distributing loan letters this semester, while UK will begin next year.

Anxiety about college costs is compounded by:

- the complexity around pricing,
- the unpredictability of tuition and fees,
- confusion over net price versus published price and direct cost versus total cost,
- access to student aid, and
- the role of family income and assets in the final "packaged" cost.

Additionally, there are many other questions and issues that contribute to the lack of transparency and clarity around paying for college.

While the financial challenges facing students and families can be significant, improving financial literacy and providing comprehensive information about navigating the financial path to graduation play an important role in whether students enroll in the institutions and majors best suited to their needs and interests. They also influence if students borrow responsibly, stay on track to graduate, finish a degree on time, and transition to meaningful careers.

Financial Information and Tools at the Federal Level

In recent years the federal government has launched a number of online tools to help students and families better understand college costs, manage the financial aid application process, and navigate the path to college.

Studentaid.gov is the federal government's "one stop shop" where students and families can apply for federal financial aid, monitor and manage student loans, and research and map a path to postsecondary education. Developed in 2012, the site is mobile friendly, full of tutorials, and easy to navigate and understand. The following are included in the site:

- **A simplified FASFA application tool** - the daunting Free Application for Federal Student Aid (FASFA), which has been compared to filling out tax forms, was revised and streamlined in 2009. While arguably still complex, it is less lengthy and now allows students to directly download IRS data into the FAFSA form, cutting down on errors and time to complete. Students can fill out the FAFSA directly from the studentaid.gov site, and receive an estimate of their financial aid package.

- **Loan Repayment Estimator** – this site has a wealth of information about student loans, loan services, delinquency and default, and perhaps most important, repayment plans. The Repayment Estimator helps students and families make sense of the various plans and which one makes the most sense for their circumstances.
- **FAFSA Completion Tool** – this tool was developed to assist schools, student counselors, and financial aid professionals track FAFSA completions at their schools and monitor progress on a weekly basis. It helps them gauge the effectiveness of their efforts to increase FAFSA completion and adjust strategies in real-time to help students in the application process.

The Higher Education Act of 2008 required that all postsecondary institutions receiving federal financial funding post net price calculators prominently on their websites. The calculators combine data on family income as well as institutional data to help students better anticipate out-of-pocket costs (net of grants and scholarships). More information on the net price calculators can be found at https://collegecost.ed.gov/netpricecenter.aspx.

Information about the net price calculators is part of a larger federal site focused on college costs, affordability and transparency. Several other key tools can be found on this site, including the Financial Aid Shopping Sheet, a template now used by about 3,000 colleges and universities to create greater uniformity in the typical financial aid award letter. The goal of the template is to help students and families make "apples to apples" comparisons about financial aid offerings from various institutions. Also on the site is a link to the new College Scorecards, redesigned in 2015 to be more user friendly and intuitive. The scorecards give college-specific information about costs, graduate earnings, degree programs, size, average student debt, and institutional default rates.

The U.S. Department of Education's Financial Aid Toolkit is a valuable resource for high school counselors, community outreach professionals, financial aid officers and others who are in a position to mentor students and families about navigating the financial path to postsecondary education. The toolkit includes information about the financial aid process, conducting outreach, obtaining training, and accessing handouts, infographics, presentations, public service announcements and other tools to assist in the education process.

UK's Team MoneyCats for the Win!

UK's Student Financial Wellness Center opened on January 30, 2017. The Center engages students in financial literacy programs and provides a place for one-on-one mentorship through the MoneyCATS team. This office works closely with the financial aid office, student accounts, and financial ombud to ensure that students see the "big picture" of financing an education. In 2016-17, the Center gave 74 outreach presentations to student organizations and classes. The Center is dedicated to serving the entire UK community and supporting the evolving financial needs of students across campus.

At UofL, a Financial Literacy Program Worth its SALT

UofL has partnered with SALT, a non-profit, web-based financial advising and planning organization, to offer services to all UofL students, faculty, staff, and alumni. SALT offers interactive money management tools; a personal dashboard to help manage loan debt; loan advice from SALT's expert counselors; My Money 101, an online learning resource; and access to thousands of jobs and internships. Among the popular tools and ebooks offered are the Repayment Navigator, Know What You Owe, and the College Cost Planner. SALT student loan experts and financial counselors also are on hand to answer questions.

Financial Literacy Programs at the State Level

Programs like CPE's GEAR UP Kentucky, which served more than 15,00 middle and high school students between 2012 and 2017, made financial literacy a cornerstone of its curriculum. GEAR UP partnered with Dave Ramsey Solutions to offer financial literacy instruction to every student in grades 7 through 12. Topics included personal budgeting, savings, borrowing responsibly, financial aid options, and college application processes. The program also provided financial aid and FAFSA workshops for students and parents, as well as several online tools to help them learn more about the costs of college and how to find and apply for scholarships and financial aid.

Kentucky's P-12 Education System is tackling financial education head on by integrating it into the state academic standards starting in elementary school and continuing through high school. While the districts have flexibility to develop specific curricula, students must master certain skills and concepts regarding consumer decision-making, financial literacy, career awareness, exploration and planning, and employability skills. Districts have access to a range of tools and programs[3] offered by the Kentucky Department of Education to assist students in mastering these standards. Several bills over the past few years, including three this session, have been introduced in the Kentucky General Assembly to make a financial literacy course, designed by KDE, a high school graduation requirement.

The Kentucky Higher Education Assistance Authority (KHEAA) offers financial literacy education for high school students and adults interested in returning to college through outreach staff located throughout the state. A companion publication, "It's Money Baby," is used in the presentations. Additionally, KHEAA has developed financial literacy videos and is in the process of developing a financial literacy game that will have a smartphone application. Outreach counselors also conduct financial literacy programs at the colleges. The information is tailored to a college audience and includes more information on student loans and credits cards.

State Treasurer Allison Ball launched a broad-based financial literacy initiative last fall, which includes a track focused on the needs of K-12 and college students. Four areas of focus have emerged for young adults, including debt management, encouraging savings, credit management, and protecting resources. The steering

committee, which includes representatives from CPE and the campuses, will continue meeting this spring, with a rollout of recommendations and proposed activities later in the year.

Financial Literacy Programs at Public Colleges and Universities

KCTCS and six of the eight public universities responded to a fall 2017 survey seeking information about financial literacy, loan counseling, and targeted financial aid programs on their campuses. All institutions reported a range of financial literacy programs for entering students, including one-on-one counseling, presentations to student groups through orientation sessions and first-year seminars, and the use of external financial education programs and services.

At KCTCS, financial literacy topics are incorporated into first-year experience courses. Topics and resources vary, but may include materials from external sources like Dave Ramsey Solutions, KHEAA, and CashCourse, a resource

from the National Endowment for Financial Education, as well as financial planning and budgeting tools from campus staff. The first-year experience course is mandatory at some campuses, but limited to those students with developmental needs at others. KCTCS campuses also integrate financial topics into new student orientation programs, offer workshops on personal finance topics, and provide finance and money management resources to all students through financial aid offices and online.

Like KCTCS, Kentucky's public universities offer a broad range of financial and money management information, advice, and counseling through new student orientations and first-year programs. Efforts to educate students and families about college costs and paying for college often begin earlier when students are beginning to explore postsecondary options. Financial aid staff may partner with admissions officers on prospective student visits and tours, high school visits, college fairs, FAFSA workshops, and other recruitment events to be on hand to talk with families about financing college.

NKU Students Tap into UCAP

NKU's UCAP program (University Connect and Persist) provides students with advice and counseling on financial, academic, and personal topics. UCAP also offers retention awards, which provide one-time financial assistance to students who are struggling to pay tuition. The program's academic and financial success planning empowers students to navigate their financial aid packages and align academic plans with financial resources. The UCAP lending library lowers textbook costs by allowing students to borrow one textbook per semester. Students also meet with a UCAP staff person for a financial and academic wellness check.

Campus financial aid offices generally take the lead on financial literacy efforts for prospective, entering and returning students, but programs often involve multiple departments and staff from across the campus. Student life staff may partner with financial aid counselors to host financial literacy programs in residence life buildings or train residence advisors to provide counseling to students. At some campuses, student success coaches and academic advisors integrate financial literacy lessons into their counseling sessions. Professors in gateway and orientation courses may reach out to financial aid staff to build financial literacy lessons into their curricula. Other areas of campus often involved in financial literacy efforts include athletics programs and university libraries.

College and University Strategies to Promote Responsible Borrowing

All campus financial literacy programs include an in-depth focus on student debt, responsible borrowing, and loan repayment. Information sessions about student loans begin prior to enrollment, and education about student loans and borrowing continue throughout the orientation programs and one-on-one financial aid counseling

sessions. Once students accept a loan, they are required to complete online entrance counseling provided by the U.S. Department of Education. It is through this online counseling that students can further see how borrowing will affect them and what is required once they receive student loans.

Students also receive loan counseling at the end of their college experience or program through the U.S. Department of Education, from campus financial aid offices, and at events like graduation fairs. The counseling details repayment requirements, repayment plans (including deferments and forbearance options) and provides examples of monthly payments. Student are encouraged to meet with financial aid staff if there are any questions regarding their student loans or how to communicate with their loan servicers as they enter into repayment.

All KCTCS colleges have contracted with a third party servicer (either KHEAA or EdFinancial) to help manage loan default rates and assist borrowers in preparing for entry into repayment. As part of its debt management and early intervention initiatives, KCTCS provides these organizations ongoing reports of students who withdrew without receiving a credential so they will be contacted during their grace period multiple times.

At WKU, a Financial Literacy Program You Can Take to the Bank

WKU's Center for Financial Success helps students, faculty, and the Bowling Green community take control of their finances. The Center provides faculty advising, peer-to-peer student counseling, and applied financial planning in seminars and workshops like Basic and Advanced Budgeting Techniques; Cash Account Management Strategies; Investing & Retirement Planning; Estate Planning for Everyone; Car and Home Buying Strategies; Tax Planning; and more.

Conclusion

Kentucky's public colleges and universities have a strong foundation of financial literacy practices upon which to build. The Council on Postsecondary Education will be working with postsecondary institutions over the next year to gather more information about current offerings and explore best practices for potential replication across the state. CPE also will assist with the evaluation of financial literacy strategies to better determine their effectiveness moving forward.

Notes

1. Busteed, Brandon and Stephanie Kafka, "Most Americans Say Higher Education Not Affordable," Gallup News, April 16, 2015. http://news.gallup.com/poll/182441/americans-say-higher-education-not-affordable.aspx?g_source=affordable%20for%20all&g_medium=search&g_campaign=tiles

2. The Institute for College Access & Success, Project on Student Debt, State by State Data. https://ticas.org/posd/map-state-data

3. These include the CARE Program, the Kentucky Council on Economic Education, Kentucky Jump$tart, and others. https://education.ky.gov/curriculum/conpro/plandcs/Pages/Financial-Literacy-and-Personal-Finance.aspx

UK Financial Wellness

"The ultimate objective of Financial Literacy is financial well-being."
– Annamaria Lusardi

University of Kentucky

Student Financial Wellness Center

- o 1:1, confidential peer coaching by MoneyCATS
- o Basic money management assistance: tracking your spending, needs vs. wants, building a budget
- o Access to Emergency Funding
- o iGrad exploratory computer lounge (NSLDS Profile Link, Repayment Calculators, How to File Videos, Financial Literacy Modules)
- o Connection to resources to serve your immediate and future needs.

  ➤ http://www.uky.edu/financialwellness

Relevant and Revolving Content

o **Money 101** is a basic money management presentation. Focusing on goals, budgeting, saving and loans.

o Financing Life: **After College** is a presentation targeted for students who are looking to explore their financial wellness beyond undergraduate work at UK. Focusing on budgeting, employment, grad school and student loans, you will come out of this presentation with a better understanding and plan for your financial future.

o Have you ever wondered what your money personality is? **Money Habitudes** is designed to help you identify your relationship with money and how you can set goals to achieve financial wellness.

UK 101

- 43% of incoming freshman enroll
- Financial Wellbeing lesson plan
- Includes the Financial Literacy Assessment Tool
- Reinforces the resources on campus!!

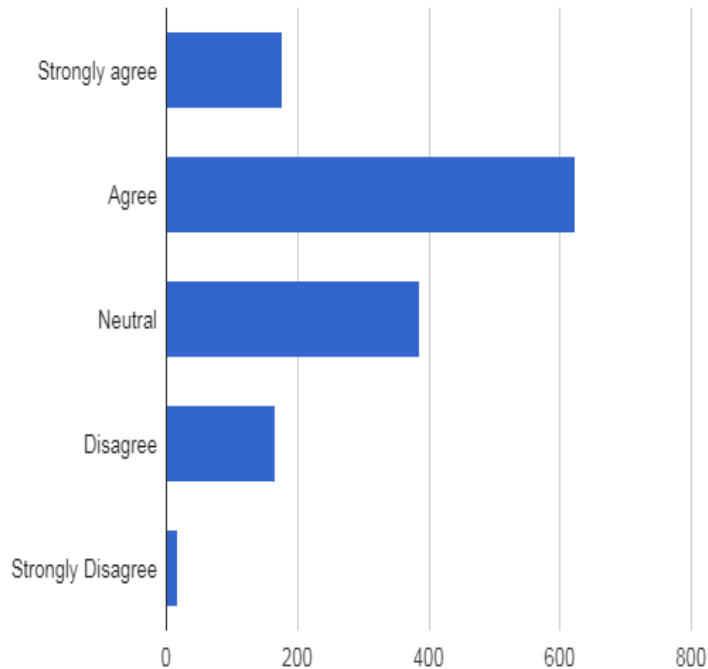# I worry about having enough money to pay for school (agree/strongly agree)

Chart data:
- University of Kentucky: 46.2
- Ohio State University: 45.8

Legend: University of Kentucky ■ Ohio State University
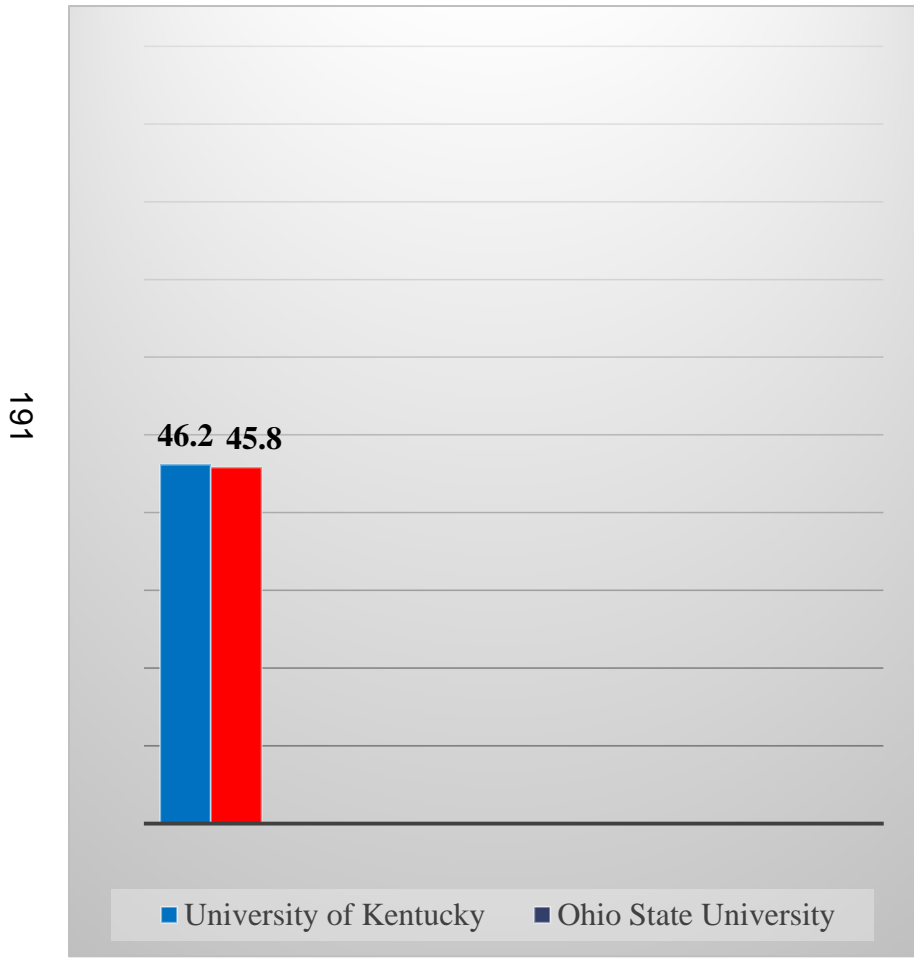
Reliance on Financial Sources
(% Using for Most/ All of Expenses)
(Financial reliance categories are not mutually exclusive for either study)

Chart data:

Category	University of Kentucky	Ohio State University
PARENTS/ FAMILY	81.1	46.2
SCHOLARSHIPS	54.6	23.5
FEDERAL LOANS	34.6	17.4
PRIVATE LOANS	10.4	8.1
JOB	27.6	9.6

Legend: ■ University of Kentucky ■ Ohio State University

University of Kentucky
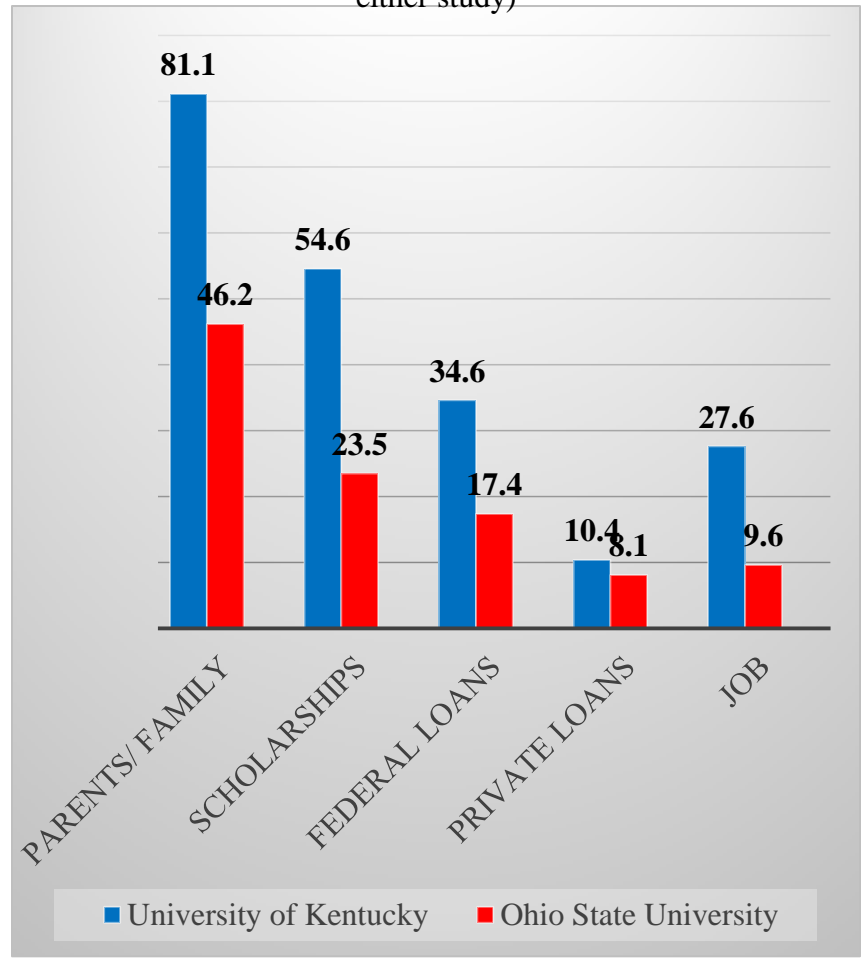
I am confident in my personal financial knowledge

Having a conversation about money makes me uncomfortable

University of Kentucky
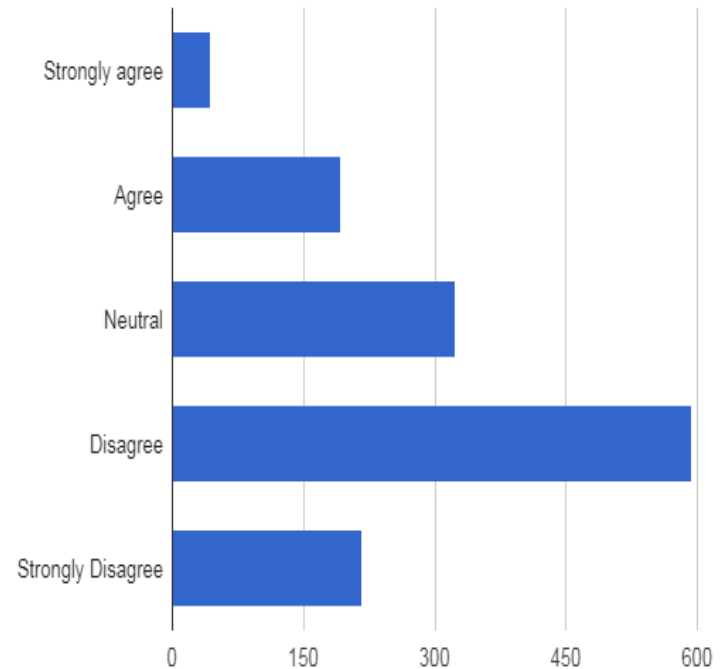
Have you ever taken a personal finance class or been educated on the subject in K-12?
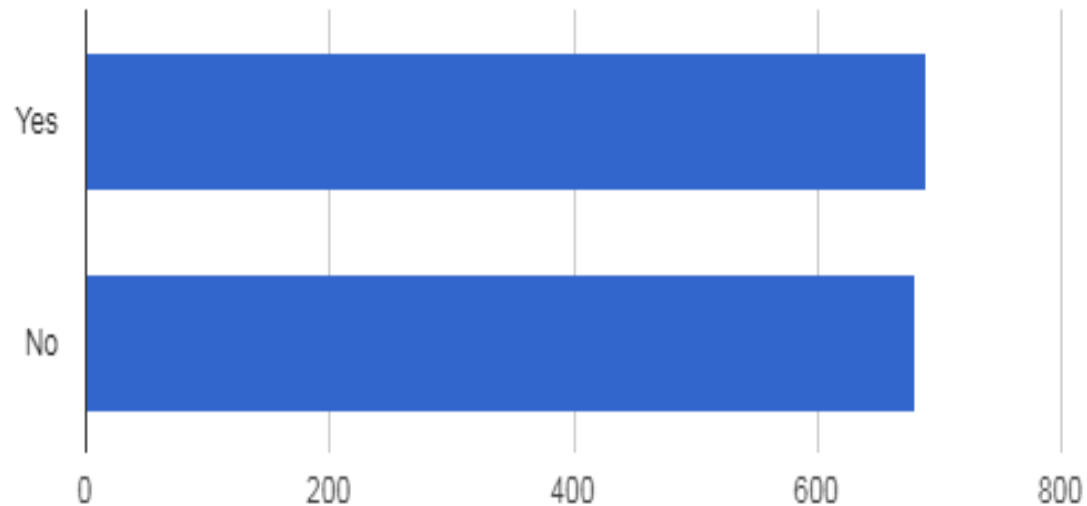
Counts/frequency: Yes (690, 50.3%), No (681, 49.7%)

Knowing YOUR Campus Community

- Know Your Student Experience (from recruitment to alumni)
- Meet Your Student Service/Resource Professionals – Who is talking to your student body about money and finances?
- AT UK:
  - Student Financial Wellness Center – MoneyCATS
  - Financial Aid and Student Account Services
  - Financial Ombudsman
  - Athletics – NCAA mandate for D-I gap paying schools
  - Faculty - College of Agriculture – Family Science and Community and Economic Development
  - The Graduate School

University of Kentucky

KCTCS Financial Literacy and Default Prevention Efforts

Doug Cleary, System Director of Financial Aid, KCTCS

KCTCS

HIGHER EDUCATION BEGINS HERE

CHALLENGES

- Open Access System
  - Serve a high risk population
    - Underprepared Academically
    - Underprepared for the financial responsibilities of colleges

- Student Reliance on Federal Student Loans

CURRENT EFFORTS

- Financial Literacy Efforts
  - Printed Materials
  - On-line Resources
  - Orientation
  - First Year Experience Classes

- Default Prevention Efforts
  - Third Party Servicers

KCTCS

HIGHER EDUCATION BEGINS HERE

KENTUCKY COMMUNITY & TECHNICAL COLLEGE SYSTEM

PROFILE

- *The average KCTCS defaulter:*
  - *Has less than $5,000 in student loan indebtedness*
  - *Comes from lower socio-economic strata*
  - *Is not academically prepared for college and requires remediation*
  - *Exits college in less than 3 terms without completing any academic credential*

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IMPACTUAL STRATEGIES

- **What works in reducing student loan default based on existing research?**
  - Expand College commitment to default prevention
  - Help students to complete certificates and degrees
  - Target likely defaulters
  - Outreach to students who have left campus

KCTCS MODEL

Holistic
Research Based

Financial Literacy

Targeted Outreach Efforts

Default Prevention

Student Life Cycle

200

RESOLUTION

WHEREAS, education beyond high school strengthens state and regional economies, ensures a stronger workforce, and improves economic opportunity for all citizens; and

WHEREAS, according to a report from Gallup[1], "young adults cite college costs as their top financial problem, and paying for college tops the financial concerns of U.S. parents who have children younger than eighteen"; and
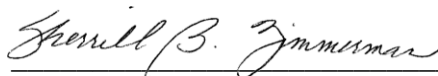
WHEREAS, a strong foundation in financial literacy, or understanding how money is made, spent, and saved in order to make informed decisions, is particularly important during the transition to and through college; and

WHEREAS, comprehensive, transparent information about college costs, financial aid, and student loans communicated regularly to students while in college can encourage them to borrow responsibly, finish a degree, and transition to a meaningful career; and
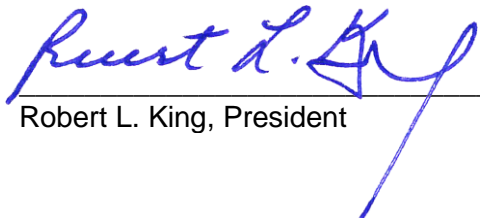
WHEREAS, several Kentucky universities have introduced or are exploring the use of annual loan letters to help provide clear information to students and families about cumulative debt, potential total payout, and potential monthly payments; and

WHEREAS, in recent years all of Kentucky's colleges and universities, in partnership with the federal government, state, and private organizations, have expanded financial literacy programs and introduced tools to provide students and families with clearer information about college costs and student debt;

NOW, THEREFORE, BE IT RESOLVED, that the Council on Postsecondary Education commends the campuses for the work that has been done to improve the financial literacy levels of Kentucky's college students; however, the Council urges campus leaders to implement a financial literacy program at their campus that provides a concise snapshot of students' cumulative debt, potential total payout, and potential monthly payments. The attached template may be used to communicate this information so that this can be in place for the term beginning in January of 2019.

Sherrill Zimmerman, Chair
Adopted February 2, 2018

Robert L. King, President

[1] Busteed, Brandon and Stephanie Kafka, "Most Americans Say Higher Education Not Affordable," Gallup News, April 16, 2015. http://news.gallup.com/poll/182441/americans-say-higher-educationnotaffordable.aspx?g_source=affordable%20for%20all&g_medium=search&g_campaign=tiles

xxxxxxxxxx
xxxxxxxxxx
xxxxxxxxxx

Dear xxxxxx:

This is a summary of your estimated current student loan indebtedness. This information is being provided to you *before* you take on additional debt. We encourage you to make use of the academic and financial planning resources suggested here (see other side) to minimize future borrowing while you complete your degree at xxxxx.

Estimate of Your Total Education Loans: $12,000
*See the "Important Information" section on the other side of this letter regarding all loan estimates.

Interest Rates

Student loan interest rates vary based on when you borrowed and the loan type. Calculations in this letter are estimated at 4.45%

Estimated Monthly Payment – All Loans

Total Education Loans: $12,000
Standard Repayment Term: 10 years
Assumed Interest Rate: 4.45%

Monthly Payment: $124

Cumulative Payments: $14,889
Projected Interest Paid: $ 2,889

Federal Direct Loans

The Federal Direct Loan program provides the majority of loan funds for xxxx students. The total you have borrowed from this program, including both subsidized and unsubsidized loans, is $xxxxxx

The maximum you may borrow as a Dependent student and degree objective is $31,000 and $57,500 as an Independent student not to exceed $23,000 total in Subsidized loan.

Other Education Loans

The estimated total of your education loans includes amounts below, based on xxxx's records about your borrowing history:

Federal Perkins Loans: $xxxxxxx

Private Alternative Loans Certified at xxxx: $0

Other Loans Certified at xxxx: $0

Academic & Financial Planning Resources

Loans offered for the upcoming academic year are included in the figures provided in this letter. There is still time for you to reduce future debt by planning your expenses carefully and borrowing only what you really need. Meet with your academic advisor and set a plan to expedite completing your degree, if possible. We encourage you to make use of these resources to find ways to balance your budget:

*Salt:.*https://www.saltmoney.org

You are also invited to make an appointment or drop by the Financial Aid Office to review your loan debt figures, talk about future borrowing and discuss repayment options with a counselor.

The standard 10-year repayment plan for Federal Direct Loans is one of many options. To find out about alternatives, visit this site: https://studentaid.ed.gov/repay-loans/understand/plans

To calculate payments on loans of all types; or to estimate your monthly obligation for your cumulative debt under various repayment options, visit this website: https://studentaid.gov

Loan Terms Glossary - https://studentloans.gov/myDirectLoan/glossary.action

Important Information about These Loan Estimates

*IMPORTANT: Figures provided in this notice are NOT a complete and official record of your student loan debt.
The most accurate information about your Federal student loans is available in the National Student Loan Data System (NSLDS). https://www.nslds.ed.gov
Log in using your personal information and the FSA Id you used to sign your FAFSA.

Please read this important information about why loan totals in this letter may be incomplete or inaccurate.

• Students who have borrowed at multiple institutions, who have consolidated loans, had loan debt discharged or forgiven, or who have repaid a portion of their debt may find that these estimates are inaccurate.

• State or institutional loans and private Alternative loans from other institutions are not included in these estimates.

• Interest that accrues while you are enrolled, which must be paid first or capitalized (added to your debt), has not been projected here and therefore has not been included in these estimates.

• The Federal Direct and Perkins Loan figures in this letter are based on the most recent information sent to The University of Louisville by NSLDS and should include loans from any institution. However, if you recently received Direct or Perkins loans at another institution, these may not have been included in the information provided by NSLDS.

• State Teaching scholarships and Federal TEACH grants, which may be converted to loans if scholarship terms and conditions are not met by the recipient, are not included in these estimates.

• Education loans your parent took out on your behalf, and parent loans you may have taken for your children, are not included in these estimates.

• Loans included in this letter may have been discharged or forgiven.

Legislative Update

The 2018 legislative session began on Tuesday, January 2. February 2nd is the twenty-second legislative day with thirty-seven legislative days yet to go. The session is scheduled to conclude on Friday, April 13, the fifty-ninth legislative day, because the Kentucky Constitution does not permit the General Assembly to meet on a Sunday and it also requires the session to conclude no later than midnight on April 15. As of January 30, there have been 278 bills introduced in the House and 118 in the Senate. Below is a brief summary of key bills and resolutions to date impacting postsecondary education in the Commonwealth in addition to House Bill 200, the 2018-2020 Executive Budget bill.

- House Bill 240 – Amends KRS 65.133 to require local law enforcement agencies and the Kentucky State Police to enforce immigration laws; define sanctuary and sanctuary policy; prohibit local governments from adopting sanctuary policies; establish hearing procedures for determination of sanctuary status; withhold state funding from sanctuaries; prohibit postsecondary educational institutions from enrolling, employing, or contracting with illegal aliens; require postsecondary educational institutions to keep records of immigration status; and withhold state funding from postsecondary educational institutions that enroll, employ, or contract with illegal aliens.

- House Bill 247 - Creates a new section of KRS 164 to allow the use of KEES funds for dual credit courses; requires KHEAA to promulgate administrative regulations to administer the section; amends KRS 164 to require KEES recipients to complete the FAFSA; amends KRS 164 to revise the criteria for and amount of KEES base awards; provides for an annual increase in KEES base awards based on the Consumer Price Index; amends KRS 164 to allow KEES funds to be used for qualified workforce training programs; amends KRS 164 to limit a student's KEES disbursement based on federal and state financial aid received and allow rollover of remaining KEES funds; and amends KRS 164 to sunset the dual credit scholarship program on June 30, 2022; EMERGENCY.

- Senate Bill 70 – A new ACT authorizing a University of Louisville capital project, making an appropriation therefore, and declaring an emergency. Authorizes and appropriates $8,000,000 for the construction of a television broadcast/production studio at the University of Louisville; APPROPRIATION; EMERGENCY.

- Senate Resolution 86– Honors Interim President Dr. Greg Postel upon the University of Louisville's freeze of tuition for the 2017-2018 academic year.

- Senate Resolution 118 – Honors President Dr. Michael Benson upon Eastern Kentucky University's freeze of tuition for the 2018-2019 academic year.

Information related to the General Assembly and the Legislative Research Commission can be accessed at www.lrc.ky.gov.

KYAE SKILLS U – Update on RFA Process

On January 12, Kentucky Adult Education (KYAE) Skills U launched its Request for Application (RFA) for multiple-year adult education services grants. KYAE Skills U will be accepting applications from eligible applicants to develop, implement, and improve adult education activities within the state by establishing and/or operating programs to provide a comprehensive service model for adult education services, including programs that provide such activities concurrently for multiple fiscal years of July 1, 2018-June 30, 2021.

This funding is made available through the Workforce Innovation Opportunity Act (WIOA), Title II, Adult Education and Family Literacy Act (AEFLA), the purpose of which is to create a partnership among the federal government, states, and localities to provide, on a voluntary basis, adult education and literacy activities, in order to:

1) Assist adults to become literate and obtain the knowledge of skills necessary for employment and economic self-sufficiency;

2) Assist adults who are parents or family members to obtain the education and skills that:
   a. Are necessary to becoming full partners in the educational development of their children; and
   b. Lead to sustainable improvements in the economic opportunities for their family;

3) Assist adults in attaining a secondary school diploma and in the transition to postsecondary education and training, including through career pathways; and

4) Assist immigrants and other individuals who are English language learners (ELLs) in:
   a. Improving their
      i. reading, writing, speaking, and comprehensive skills in English; and
      1. ii. mathematics skills;
   b. Acquiring an understanding of the America system of Government, individual freedom, and the responsibilities of citizenship.

Reecie Stagnolia, CPE's vice president for Kentucky Adult Education, will provide the Council additional information in regards to the RFA process.

Reports from the Institutions

The following institutions submitted "Good News" reports for the CPE agenda book:

- Eastern Kentucky University
- Kentucky Community & Technical College
- Morehead State University
- Murray State University
- Northern Kentucky University
- University of Kentucky
- University of Louisville
- Western Kentucky University
- Association of Independent Kentucky Colleges & Universities

Kentucky State University did not submit a report.

Campus Presidents attending the meeting will be invited to speak on any topic covered in the reports.

CPE REPORT

Eastern Kentucky University News for the Council on Postsecondary Education

This is how architects envision the new Student Recreation and Wellness Center, now under construction and scheduled to open in Fall 2019.

"DREAMER" NCHC STUDENT OF THE YEAR

They call them "Dreamers," these children who were brought here at a young age and, for EKU senior Omar Salinas Chacón, yet another dream came true recently in Atlanta, where, competing against leading honors students from across the U.S., the political science and Spanish major was named Student of the Year by the National Collegiate Honors Council (NCHC).

Salinas Chacón doesn't shy away from talking about his DACA status and his uncertain future in the U.S., or the irony of winning such a prestigious national honor back where his American journey began 17 years ago.

His working-class parents, escaping a bloody civil war, gang violence and extreme poverty in El Salvador, fled to America with little more than a dream: that Omar and his brother would one day enjoy "a better life than they did ... not only live, but thrive."

"I grew up in a time right after 9/11 and a wave of anti-immigration sentiment hit the country," Salinas said. "I was not encouraged to speak Spanish. I was told that I was 'other.' I was told that my culture and heritage did not contribute and will not contribute anything to this country. I was told that at best I was but a servant."

So Salinas Chacón, who grew up in Nashville and Louisville, set out to "be the person my family needed when I was younger. I see families like mine get overlooked all the time. I want to be that person who helps them lift up themselves and their communities because, at the end of the day, we are all part of the community."

He is believed to be the only student nationally to participate in a presentation at each of the past four NCHC annual conferences.

"Honors is the great equalizer in my life," Salinas Chacón said. "Society and the law says I am not equal because of my immigration status. In Honors, I can be my highest potential because it does not discriminate. In other parts of my life, I can work hard and sometimes even harder than my peers, but I would never be able to come out on top. Honors has allowed me to be the person I want to be."

CONSTRUCTION BEGINS ON NEW EKU RECREATION CENTER

In December, the transformation of EKU continued with groundbreaking for a new Student Recreation and Wellness Center.

The new center, which at approximately 130,000 square feet will be more than double the size of the University's existing fitness center, is expected to open in Fall 2019 on the former site of Todd and Dupree residence halls and adjacent to a soon-to-be-renovated student union facility.

Together with recently opened Case Dining Hall and the renovated student union, the new rec center will "breathe new life into the epicenter of campus," said President Benson.

Dr. Billy Martin, associate vice president and chief student affairs officer, predicted the new facility would "have a profound impact on recruitment and retention. Students who use such a facility are retained at a higher rate."

JUNIOR EARNS RESEARCH AWARD

There it was, sitting on a tree branch at eye level barely two feet away, "just as curious about what I was doing there as I was with what she was doing."

That was Nathanael (Nate) Bartosch's memorable up-close introduction to a wild crowned lemur in the forests of Madagascar. The junior anthropology major and EKU Honors Program member spent 10 weeks this past summer in the island nation off the east coast of Africa documenting the ecology and social behavior of two rare and endangered species of primates, crowned lemurs and Sanford's lemurs, and their interactions with local farmers.

Bartosch's project so impressed judges that he was named one of two winners nationally of the 2017 Award for Academic Achievement Abroad presented by The Forum on Education Abroad. Bartosch is the first college student from a Kentucky institution to earn the award and only the second student from a regional university (as classified by U.S. News & World Report) since the Forum began in 2004 to recognize two students annually.

On its website, the Forum said the honor "showcases rigorous and significant undergraduate academics that occur as part of education abroad programs. Academic achievement while abroad represents one of the highest accomplishments of undergraduate student learning. Conducting serious, high-quality academic work while abroad requires critical thinking, analysis and creativity. The international context poses unique challenges and opportunities for understanding of other cultures and societies."

# BOARD OF REGENTS APPROVES TUITION FREEZE FOR 2018-19

The EKU Board of Regents, acting on a recommendation from President Benson, has unanimously approved a tuition freeze for the 2018-19 academic year.

In an email to campus, Benson said: "Holding tuition steady for the next year is our way of telling students and their families, 'We hear you.' It is a small first step, but an important one, in our quest to provide value to students and a qualified workforce for the Commonwealth. Moving forward, we will continue to develop and define the EKU Advantage, with a focus on preserving for future generations what has always been an affordable and unsurpassed educational experience."

Student Regent Laura Jackson called the freeze a "recruitment tool" and predicted it would improve retention rates.

"I can't divine the future," Benson said at the meeting, "but this is a calculated, informed risk that we've got to take."

Also at its November meeting, the board unanimously approved a resolution authorizing the EKU administration to proceed with filing a charter application for the establishment of a "university charter school" on the Richmond campus. The resolution stemmed from recent discussions among stakeholders about the future of Model Laboratory School, the Commonwealth's first and only remaining laboratory school.
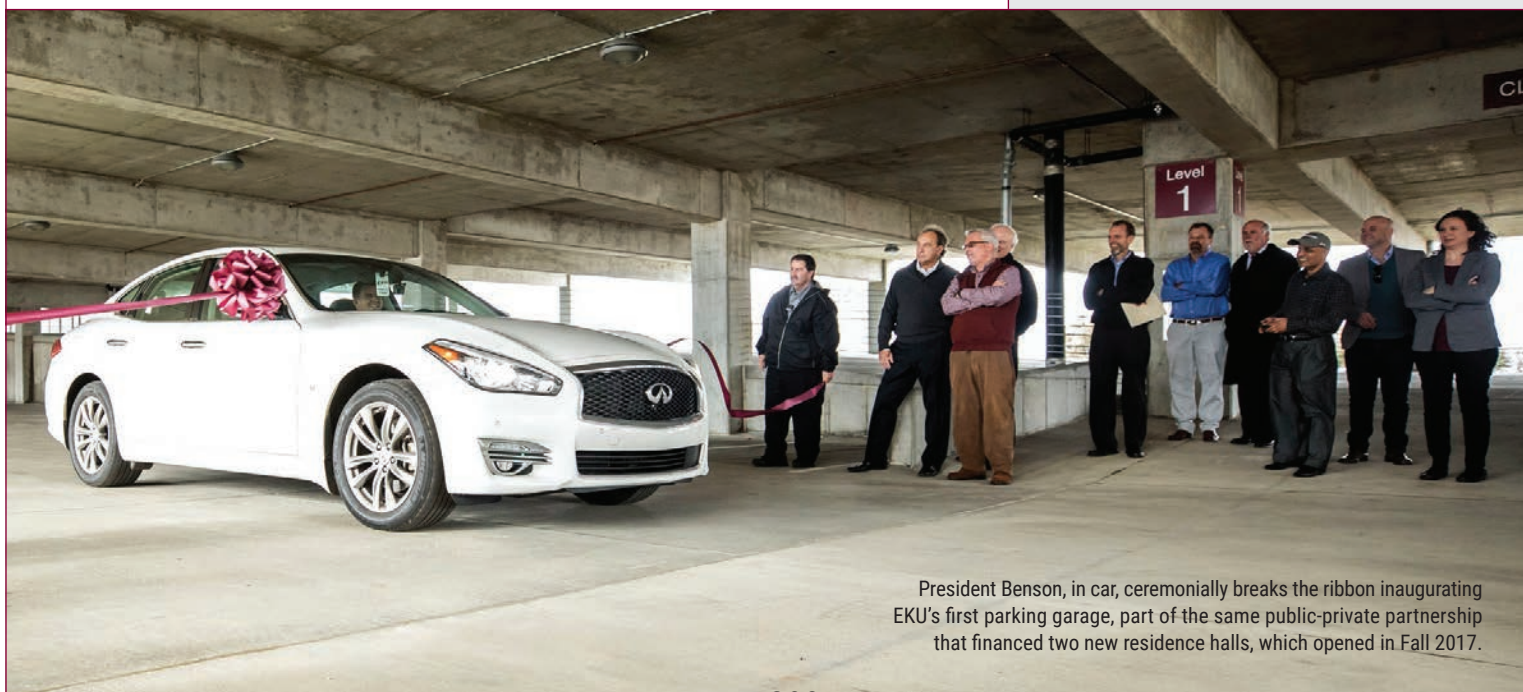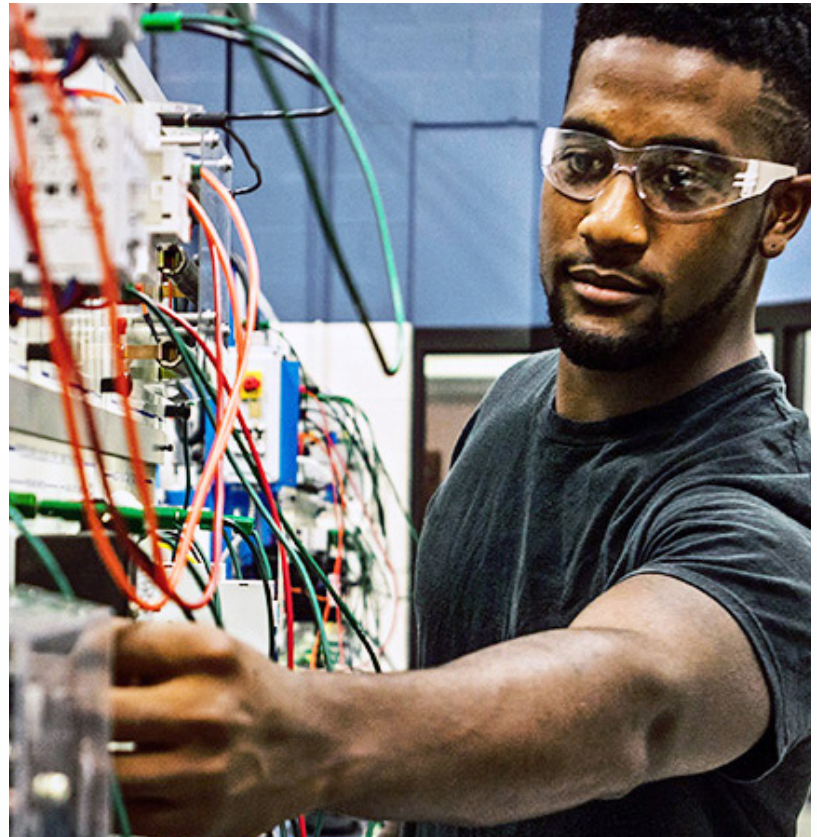

President Benson, in car, ceremonially breaks the ribbon inaugurating EKU's first parking garage, part of the same public-private partnership that financed two new residence halls, which opened in Fall 2017.

KCTCS GOOD NEWS REPORT

KCTCS PROVIDES
WORKFORCE TRAINING FOR THREE MILLION

The Workforce Solutions team at the Kentucky Community and Technical College System (KCTCS) has reached a milestone. They have provided services for more than three million program participants since the program began in 2000.

The 16 colleges of KCTCS offer customized training and support services for business and industry statewide. One example is WACKER Chemical Corporation in Calvert City, which requested employee training in Lean Six Sigma Green Belt and Black Belt through West Kentucky Community and Technical College (WKCTC).

This training resulted in a company savings of approximately $2.5 million over the past 18 months. Because of the success of the project, more engineers were hired to focus on additional projects, and all students who took the national certification exams passed.

"The training that our team has received through WKCTC and the KCTCS-Trains program has resulted in multiple operational excellence and cost savings projects for WACKER," said Jeremy Teague, Polymers Productivity manager. "They have armed our team members with valuable specialized skills and knowledge which they will carry with them throughout their careers."

KCTCS
HIGHER EDUCATION BEGINS HERE

Another example is General Motors' Corvette plant in Bowling Green, which partnered with Southcentral Kentucky Community and Technical College (SKYCTC) to develop customized training on various electromechanical engineering topics to improve skills and safety for maintenance repairs. SKYCTC helped the plant's maintenance and engineering teams further enhance their skillset to find new ways to become more efficient at their jobs.

"The robotics training has significantly improved operator knowledge and saved money for the plant," said Ryan Trammell, Central Engineering/Maintenance planner. "SKYCTC's ability to improve our technical employees' skills hands-on, theory and safety knowledge for the specialized jobs they are assigned has helps us do higher quality repairs and reduce downtime."

The Bowling Green Assembly plant successfully relaunched in the fall after a 13-week shutdown to finish construction of a state-of-the-art paint shop and to retool the facility for a more efficient build process. This is part of GM's more than $773 million of investments at Bowling Green Assembly since 2015.

In addition to these types of training programs, KCTCS colleges offer open enrollment classes for hundreds of topics to help individuals and companies. The centerpiece of the KCTCS workforce and economic development efforts is the KCTCS-TRAINS program. Through KCTCS-TRAINS, companies receive funding to assist with the cost of providing workforce training and assessment services to current, as well as, potential employees. The program is part of the Kentucky Skills Network, which is a partnership of workforce professionals from the Cabinet for Economic Development, Kentucky Career Center, Labor Cabinet and KCTCS who are dedicated to providing training and education services for business and industry.

KCTCS colleges also provide workplace assessments for business and industry as well as individuals. Assessments range from nationally recognized certifications to specific licenses required by the state. The schedules and types of assessments vary by location and typically require an appointment.

For more information on Workforce Solutions, businesses may contact their local KCTCS college or visit the college's website.

KCTCS
HIGHER EDUCATION BEGINS HERE

Fall Commencement recognizes nearly 600 degree candidates

Morehead State University honored nearly 600 degree candidates at fall commencement ceremonies on Saturday, Dec. 9, at the Academic-Athletic Center.

There were smiles, cheers and lots of photographs taken as the newest alumni took the ceremonial walk across the stage, signifying the completion of their college degrees. They were greeted by MSU President Dr. Joseph A. (Jay) Morgan, who offered a congratulatory handshake to each of those completing graduate and undergraduate degree requirements.

Lindsay Childs of Hillsboro was the student speaker. Childs is the daughter of Jeff and Cindy Childs and the sister of Christi Childs. A graduate of Fleming County High School, where she graduated summa cum laude, Childs is a candidate for a Bachelor of Science in Computer and Electronic Engineering.

She has maintained a 3.786 grade point average and received the 2017 Outstanding Computer and Electronic Engineering Student Award. She was president of the Society of Manufacturing Engineers, MSU Chapter. She is also a member of the Association of Technology, Management, and Applied Engineering (ATMAE).

"One of the factors that shaped my experience at MSU the most were the teachers. The professors that I had were always accepting and understanding. Due to the guidance and encouragement of my instructors, I was given many different chances to not only prove myself, but also shape the next generation of students. By giving me these opportunities, the faculty showed me how much they believed and supported me, as well as proving that they saw something in me that I did not see in myself," Childs told the crowd.

ROTC students were commissioned as part of the program.

Nursing online programs nationally ranked

Morehead State University's Department of Nursing recently received national recognition for its online programs.

MSU's online programs, including the BSN-to-RN and MSN-Family Nurse Practitioner (FNP) programs, were included on Nursejournal.org's list of the best nursing schools online. Nursejournal.org is a social community for nurses and health care professionals that offers tools to help them find educational resources, career resources, salary data and more.

According to Nursejournal.org's senior editor Carly Pierce, the list is compiled to help potential students find information about online nursing programs, as well as recognizing quality programs. Schools are judged based on quality, affordability, convenience and value.

"I am pleased to learn Morehead State ranks 44th of more than 500 schools evaluated for their online education programs," said Dr. Lynn Parsons, Department of Nursing chair.

MSU offers associate, bachelor's and master's degrees in nursing, and the Department of Nursing has maintained a 100 percent job placement rate for graduates for a number of years.

College of Business and Technology named for Elmer R. Smith

Morehead State University's Board of Regents has honored one of the institution's most respected graduates by approving the naming of the Elmer R. Smith College of Business and Technology.

"Elmer Smith has been an ambassador of higher learning and a loyal supporter of Morehead State University since his days as a student. His support through service, dedication and financial commitment has been unprecedented," said MSU President Dr. Jay Morgan. To date, Smith has donated nearly $4 million to the University.

"Morehead State University and its dedicated faculty provided me with a great education, guidance and direction to enable me to embark on a successful career in education. I am blessed to be surrounded by a great group of dedicated employees and a supportive family of my wife Margaret, daughter Mia, and son Christian," said Smith. "Throughout my career, I have chosen to support MSU and Tau Kappa Epsilon, my fraternity and currently serve as the Chairman of the TKE Education Foundation, raising funds for scholarships and leadership training for our leaders of tomorrow."

A native of Martin County and a graduate of MSU with a degree in business education, Smith is a successful professional who has served in numerous positions within the educational field. He currently serves as the President of Interactive College of Technology in Atlanta, Georgia, which specializes in computer-based training.

Jerry Gore African-American Heritage Scholarship established

The MSU Foundation has announced the establishment of the Jerry Gore African-American Heritage Scholarship. The scholarship is a memorial recognition for MSU Alumnus, Jerry Gore (76).

Gore was a three-time MSU graduate. He went on to serve the University in a variety of positions for 27 years, retiring as the minority student affairs director. In 1999, MSU Minority Student Services awarded him with an outstanding service award for being an advocate in promoting African-American heritage and paving the way for significant change at MSU.

Members of the African American Alumni Affinity Group established the scholarship. Nearly 150 alumni made contributions totaling over $32,000 to endow the scholarship. The scholarship endowment will be managed by the MSU Foundation and investment income will be utilized annually to award a scholarship to a MSU student.

GOOD NEWS REPORT JANUARY 2018

MURRAY STATE
UNIVERSITY

On Saturday, Dec. 9, Murray State celebrated the December 2017 Commencement Ceremony in the CFSB Center, conferring 855 degrees to students representing 23 states and 16 countries. Among the graduates were 158 new alumni who graduated with honors and 16 who completed the University's inaugural doctoral program in educational leadership.

MURRAY STATE DEDICATES NEW ENGINEERING AND PHYSICS BUILDING

Special guests from the region and community, including Kentucky's Lt. Gov. Jenean Hampton, gathered at Murray State in October 2017 for an open house and dedication ceremony commemorating the University's new Engineering and Physics Building.

"[This building] represents the culmination of two decades of planning and a shared vision for a modern science complex that will serve the students of west Kentucky for generations," said Dr. Steve Cobb, dean of the Jesse D. Jones College of Science, Engineering and Technology.

The new facility is an 81,000-square-foot building that features state-of-the-art equipment. The structure will meet the needs of more than 550 students annually, affording opportunities for them to gain hands-on experience in their respective fields.

"Future quantum leaps could easily be driven by Murray State graduates who have fond memories of time spent exploring their craft in this wonderful space," Hampton said.

ENROLLMENT CONTINUES TO REFLECT ACADEMIC ACHIEVEMENTS AMONG STUDENTS

Preliminary enrollment data from fall 2017 indicates several continued positive trends among Murray State students.

"We continue to see an increase in the quality of student who is choosing Murray State University to achieve their dreams and goals," said President Bob Davies.

The 2017 first-time freshman class of 1,443 students holds an average ACT score of 24.2, an increase from last year's freshman class and a full one-point increase from the fall 2015 class. The number of freshmen participating in the Honors College in fall 2017 also increased by 13 percent from the previous year. Furthermore, the percentage of first-time freshmen who ranked within the top 25 percent of their high school classes increased from 48.1 percent in 2016 to 51.9 percent in 2017.

NURSING PROGRAM REFLECTS ON RECENT SUCCESS

The School of Nursing and Health Professions recently celebrated the news that the two most recent cohorts from the Doctor of Nursing Practice program with a specialty in family nurse practitioner (FNP-DNP) received 100 percent pass rates for students successfully passing their certification exams to obtain their licenses as advance practice registered nurses in Kentucky.

Dr. Jessica Naber, associate professor of nursing (pictured at right, center), was also named the recipient of the inaugural Ruth E. Cole Endowed Professorship created in memory of Dr. Ruth E. Cole, former professor and chair of nursing at Murray State. Funding from the professorship supports the recipient's continued research endeavors.

KENTUCKY RECOGNIZES SMITH AND BIVINS FROM COLLEGE OF EDUCATION AND HUMAN SERVICES

Mattie Jo Smith, a Murray State alumna and long-time educator from Benton, will be inducted into the 2018 Kentucky Teacher Hall of Fame in February 2018.

Additionally, Miranda Bivins (pictured), a graduate student in the nonprofit leadership studies program, has received the highest honor in the Commonwealth of Kentucky: the title of Kentucky Colonel, presented by Gov. Matt Bevin.

STUDENTS PARTICIPATE IN GOOGLE NEWS LAB

The department of journalism and mass communications hosted an information session in November 2017 for student journalists. The session was led by Mike Reilley from the Society of Professional Journalists and focused on using Google's free tools to enhance reporting and information-seeking skills.

HUTSON SCHOOL OF AGRICULTURE RECOGNIZES AREA FFA STUDENTS

The Hutson School of Agriculture honored high school students from the Purchase, Pennyrile and Green River regions in November as Murray State FFA All-Region Stars based on the students' demonstrated leadership in Future Farmers of America (FFA).

"My FFA experience provided me a solid leadership background that has served me well throughout my career," said Dr. Tony Brannon, dean of the Hutson School of Agriculture. "It is a pleasure to recognize outstanding young leaders pursuing the same experiences."

WRATHER MUSEUM HOSTS "KENNEDY COMES TO KENTUCKY" EXHIBIT

The "Kennedy Comes to Kentucky" exhibit is now on display in Wrather West Kentucky Museum. The new exhibition, curated by Dr. Jeff McLaughlin, features historic photos, documents and campaign memorabilia to explore the 1960 presidential election of John F. Kennedy with an emphasis on the former U.S. president's campaign in west Kentucky.

MURRAY STATE REFLECTS ON A TASTE OF THE ARTS CELEBRATION

The ninth annual A Taste of the Arts dinner and auction, hosted by Murray State and sponsored by FNB Bank at the end of October, brought together guests for an evening of celebrating and giving back to the arts. The event ultimately raised $20,000 for student scholarships in the departments of art, music and theatre.

STUDENTS FIND OPPORTUNITIES AT MURRAY STATE THROUGH IREX

Three students are serving as cultural ambassadors at Murray State with scholarships through the prestigious International Research and Exchanges Board (IREX). In addition to their coursework, the students participate in a number of cultural activities, such as completing a cultural passport to America, volunteering for 20 hours of community service and leading presentations about their home countries.
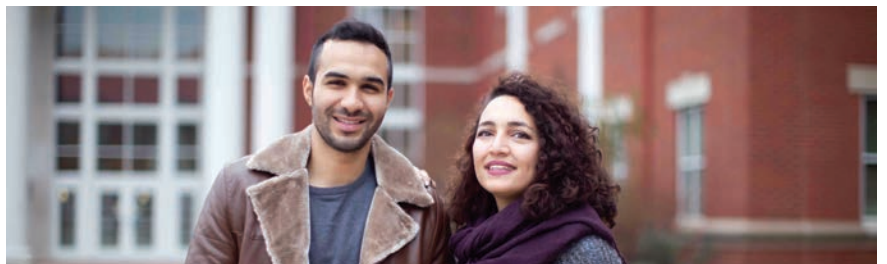
The students include Amine Abouda (left), a civil engineering student from Tunisia; Ikram Ben Romdhane (right), an industrial biology student from Tunisia; and Muhammad Moazzam (not pictured), an agriculture student from Pakistan.

MURRAY STATE UNIVERSITY

GO FIGURE

3.2
Student-athlete GPA for the seventh-straight semester

178
Student-athletes earned at least a 3.0 GPA

30
Student-athletes achieved a perfect 4.0 GPA

COLLEGE CORNER

Dr. Dale Stephenson has joined NKU as Dean of the College of Health Professions. Dean Stephenson assumed the role earlier this month.

"Dale brings a wealth of experience to his new role and will provide excellent leadership for the College of Health Professions and for NKU as a whole," said NKU Provost Sue Ott Rowlands.

Prior to joining NKU, Dr. Stephenson served as professor and inaugural director of the School of Allied Health Sciences at Boise State University.

LEARN MORE: https://www.nku.edu/ news/2017/171013CHPStephenson.html

NKU ANNOUNCES INCOMING SIXTH PRESIDENT, DR. ASHISH VAIDYA

NKU announced Ashish Vaidya (ah-SHEESH vi-DEA.) as the university's sixth president on Nov. 9, 2017. Dr. Vaidya will assume the role in Summer 2018.

"The momentum at NKU right now is truly amazing. It's what first caught my attention, and I continue to be impressed the more people I meet. As I learned about the university, its history and its role in regional stewardship, it fits well with what I was looking for. I'm honored to serve as NKU's sixth president and looking forward to the adventure that lies ahead," said Dr. Vaidya, NKU's incoming president.

Dr. Vaidya is currently serving as interim president of St. Cloud State University in Minnesota. Prior to accepting that role, Dr. Vaidya served as provost and vice president of academic affairs at St. Cloud State. Previously, he served California State University, Los Angeles, from 2010 to 2015 as provost and vice president for academic affairs. Dr. Vaidya holds bachelor's and master's degrees from St. Xavier's College (Mumbai, India), and a master's and a doctorate from University of California, Davis. Gerard St. Amand has served in an interim capacity since May 2017. St. Amand postponed retirement from NKU after the departure of former President Geoffrey Mearns.

LEARN MORE: https://www.nku.edu/news/2017/171109AshishVaidya.html

GATEWAY TO NKU

NKU's gateway into campus will be changing, as the university, in partnership with Fairmont Properties, announced plans for a mixed-use building along U.S. 27 and Nunn Drive.

A pedestrian-scaled, "town center"-style district is being developed on the south side of Nunn Drive, and site plans feature new restaurants, retail space, market-rate apartments, a hotel, structured parking and public gathering places. The goal is to create a fresh entry to campus that both addresses students' desire for walkable amenities and enhances the community. Additionally, St. Elizabeth will occupy a 70,000-square-foot professional office building.

The development team is continuing its leasing, planning and due diligence efforts, including a careful study of proposed development impacts associated with traffic, parking and other considerations. This work comes at no cost to NKU, and the project is expected to generate revenue for the university. A groundbreaking for the initial phase of the development is expected in mid-2018.

READ MORE: https://www.nku.edu/news/2017/171218NKUGateway.html

THE SCOREBOARD

The NKU women's basketball team earned a huge victory, as the Norse took down No. 19/20 Green Bay by a final score of 62-54. Comparing the two teams' rating percentage index (RPI), this is a big upset. RPI is a quantity used to rank a sports team's wins and losses, and its strength of schedule.

The Norse WBB's RPI is 307 compared to Green Bay's RPI of 4–a 303 team difference. The win was NKU's first victory over a ranked opponent since the university's transition to Division I.

FACULTY FOCUS

Professor of Entrepreneurship, Dr. Rodney D'Souza, was one of seven U.S. educators presented with the 40th Annual Leavey Awards for Excellence in Private Enterprise Education from the Freedoms Foundation at Valley Forge, a top honor for entrepreneurship teachers.

D'Souza was honored for his work with INKUBATOR, part of the Haile/US Bank College of Business' Center for Innovation and Entrepreneurship, which creates cross-campus engagement to provide students with education, mentoring, seed funding, facilities and other resources necessary for a successful entrepreneurial startup.

READ MORE: https://www.nku.edu
news/2017/171208DSouzaAward.html

BRIEFS

MAYERSON STUDENT PHILANTHROPY GRANT
NKU classes recently awarded $34,500 to nonprofits as part of the nationally recognized Mayerson Student Philanthropy Project.

Classes typically have $2,000 each to invest in either one nonprofit or $1,000 in two. Students spend the semester learning about community needs and, toward the end, decide where to invest.

Seventeen classes included student philanthropy as part of an integrated curriculum in fall 2017. The classes ranged from a dual credit course taught at Campbell County High School to graduate courses in various fields.

LEARN MORE:
https://www.nku.edu/news/2017/171213Mayerson.html

YOUNG WOMEN LEAD (YWL) CONFERENCE
NKU's College of Education and Human Services hosted the seventh annual Young Women LEAD (YWL) Conference in October 2017.

The YWL conference was for Greater Cincinnati and northern Kentucky high school girls and focuses on Leadership, Education and Development. The conference is organized by the local participants of SOAR, a program designed to assist businesses as they train female employees for future leadership positions. YWL was free to the more than 600 students who attended.

LEARN MORE:
https://www.nku.edu/news/2017/171017YWLConference.html

FRENCH STEM GRANT
NKU has been awarded a grant from the French Embassy to increase the number of STEM students who study abroad in France. The French Embassy's $18,100 grant was matched by NKU to provide $36,200 in dedicated funds for the program.

The grant was awarded under the Transatlantic Friendship and Mobility Initiative and will allow 10 STEM majors from NKU to study for a semester and/or conduct summer research at French partner institutions. This is the first external grant that the program has received.

LEARN MORE:
https://www.nku.edu/news/2017/171102STEMFranceGrant.html

FUEL NKU GRANT
NKU's food pantry, FUEL NKU, received a $10,000 grant from the Scripps Howard Foundation. The grant is in honor of Rich Boehne's retirement as president and CEO of the E.W. Scripps Company. Boehne is an NKU alumnus and chair of the university's Board of Regents.

FUEL NKU serves as both a food pantry and a campus community committed to fighting hunger on campus. It provides food and essentials to students in a compassionate, confidential and safe environment.

LEARN MORE:
https://www.nku.edu/news/2017/171101FuelNKUGrant.html

ALUMNI NEWS

KURT DRAKE (95) CAMPBELL COUNTY TO COUNTRIES ABROAD
Kurt Drake ('95) credits an open mind, coupled with a knack for work in an emerging corporate field, for his career as a compliance officer for major corporations including GE in Cincinnati, PPG in Pittsburgh and General Cable in northern Kentucky.

After receiving his degree from Haile/US Bank College of Business's accounting program, Drake was introduced to compliance work, which he found it uniquely compelling. He now serves as the chief ethics and compliance officer, vice president at consumer-products corporation Kimberly-Clark.

"Having an NKU education allowed me to apply my learning through practical internships," he says. "This enabled me to transition to the workforce quickly and adapt to professional situations that I never would have predicted."

LEARN MORE: https://inside.nku.edu/nkumagazine/2018/january/kurtdrake.html

A Message from the President Eli Capilouto

When I think about what's at stake for Kentucky, in my mind's eye, I see Jake Ingram. Jake graduated from UK in 2015. He was an outstanding student who served as a leader and earned a mechanical engineering degree.

Jake always dreamed of being an astronaut. His earliest memory is watching the space shuttle. But as he grew up, Jake realized it wasn't his destiny to fly a spacecraft. He would build it. Now, he is working for Space X in California, pushing the boundaries of discovery well beyond what we consider possible today. He's figuring out how to get us to Mars.

Jake believes UK gave him the tools to succeed. But when you look at Jake's Instagram feed, you discover that while his mind is soaring around the galaxy, his heart has not left Kentucky.

I know what Governor Bevin and policymakers are wrestling with every day: how do we ensure Kentuckians like Jake have the option to stay? How does Kentucky, whether in space or the assembly line, become the creator of ideas and the assembler of parts?

Those questions – and their answers – will require us to rethink how we provide education at the University of Kentucky and continue to contribute in a fundamental way to the success of our economy.

Governor Bevin and lawmakers are in the unenviable position of confronting soaring pension and health care costs, growing from less than 20 percent of the state's budget a decade ago to nearly one-third this year. However, if we do not continue to invest in education, we not only risk the promise of the next Jake Ingram; we shortchange our ability to create the jobs that keep him in Kentucky.

In return for the state's investment, UK is rethinking how we renew our commitment to Kentucky. I suggest three pillars of a renewed compact with the Commonwealth:

--We must commit to continue being an essential partner in the state's economic development. With the leadership of Governor Bevin and Economic Development Secretary Terry Gill, the Commonwealth recruited EnerBlu, a high-tech energy company making a $400 million investment producing 1,000 jobs, to develop advanced manufacturing operations in Pikeville, and research and development in Lexington.

UK played a key role in EnerBlu's recruitment, pointing to nearly 40 industrial partnerships in the last three years with our College of Engineering and other innovative work at our Center for Applied Energy Research, where we are prototyping new battery and energy solutions.

This partnership is one of many already in place. For Kentucky to advance in a 21st century economy, we must seek more partnerships with government and the private sector in ways that recruit new, good-paying jobs to the Commonwealth.

--We must continue to be a leader in finding solutions to health care challenges. Life expectancy in America has now dropped for two straight years. Drug overdoses – particularly those from opioids – are among the primary drivers.

UK is on the frontline of attacking this epidemic. From new drugs that curb the addictive power of opioids, to community and clinical interventions, we are investing millions of dollars to stem the tide of abuse.

This past year, UK had nearly $350 million in research and development expenditures. Think what we could if that number topped $500 million annually. The American Cancer Society estimates that 1.7 million cancer deaths were averted between 1991 and 2012 because of research, treatment, detection and prevention. Could we double that number?

--We should educate more students, ensuring they are equipped to learn for life in jobs they will create. Today, we educate more than 30,000 students.

In the last six years alone, we have more than doubled scholarships, and we have started a nationally recognized program to address unmet financial need.

This year, we can expect to graduate about 6,700 students. What would it mean for Kentucky if the number were 10,000?

Enrollments are declining nationally, but UK is bucking the trend. Since 2011, we have increased the number of bachelor's degrees by nearly 25 percent. UK has accounted for nearly 40 percent of Kentucky's increase in degree production. We have graduated nearly 36 percent more low-income students and more than 120 percent more underrepresented minorities. And we've been significantly increasing the numbers of graduates in fields and careers that are growing and that fill important needs for our state. Between 2011 and 2016, for example, UK increased the number of bachelor's degrees in science, technology, engineering, math and health-related fields by nearly 56 percent.

The economic imperative for this growth – and the moral imperative to sustain it – is clear: The unemployment rate of a college graduate is half that of someone with only a high school degree and there is a $1 million difference in lifetime earnings.

The challenges confronting our state loom large. But it is, nevertheless, time to double down on dreaming big. We were founded more than 150 years ago to be the University for Kentucky. But we owe it to those we serve to rethink what that means in the 21st century. We are asking the tough questions about how best to do that. It is time for us, together, to find the answers.

Eli Capilouto

UK Board Approves Historic Land Swap

The University of Kentucky Board of Trustees in December approved a proposal for a potentially historic land swap with the city of Lexington that would create jobs and economic development; provide additional internship and career opportunities for UK students; and increase safety in and around the campus.

The land swap would involve UK conveying two parcels of land totaling 250 acres to Lexington Fayette Urban County Government in and near the university's Coldstream Research Campus.

In exchange, the city would turn over control to UK of several important roads totaling about 13.5 acres in and around the campus, including Rose Street, Hilltop Avenue and part of Woodland Avenue, among others.

Specifically, UK under the proposal would convey to the city 50 "shovel-ready" acres of land within the Coldstream Research Campus. Another 200 acres near Coldstream and the city's existing business park also would be conveyed for future development.

Lexington city and economic development officials say the community is currently out of land for development needs within the urban service boundary.

UK and the city also are working together to create a Tax Increment Financing (TIF) District at Coldstream to further stimulate development. Already, more than 50 organizations employing more than 2,100 people are at Coldstream. In a TIF district, tax revenues generated by new development can be reinvested back into the district's infrastructure to accelerate its growth.

UK Executive Vice President for Finance and Administration Eric N. Monday said one of the key interests for UK in working on the land swap was the opportunity to play a part in economic development that would expand job and internship opportunities for students. Moreover, as the campus continues to grow, the ability to invest in and improve key roads in and around the university is critically important.

UK Law "Raising the Bar" with $56 Million Building Project

Last semester, the University of Kentucky College of Law broke ground on the $56 million renovation and expansion of the law building on South Limestone. The college revealed the architectural plans and launched its new building campaign, "Raising the Bar, Together."

The expansion and renovation of the College of Law is part of UK's overall capital improvement plan. The project will significantly update and enhance a building originally constructed in 1965, providing students, staff and faculty with a new, state-of-the-art facility for learning, teaching and research. Plans call for an increase in educational space, as well as high-tech enhancements to classrooms and study spaces for law students.

UK is Moving Up Nationally in Research
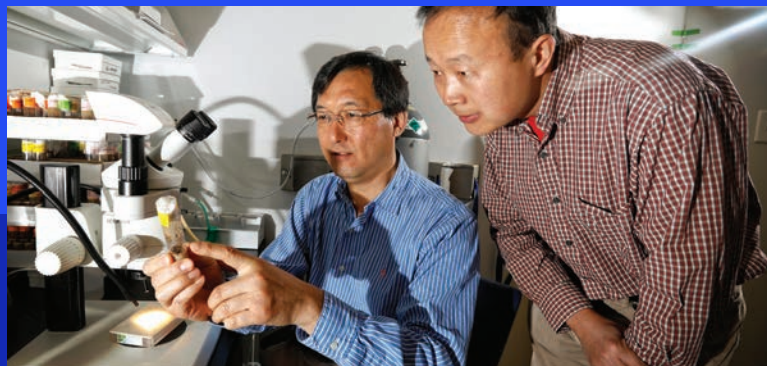
The University of Kentucky is continuing its ascent among the top research institutions in the country. The proof is in the numbers:

- Between 2015 and 2016, UK moved up three rankings among research institutions as measured by the National Science Foundation in the National Higher Education Research and Development Survey.
- UK is now 41st among all public institutions with research and development expenditures totaling nearly $350 million.
- Among all institutions — public and private — UK was 64th in 2016, up five spots in only one year.

Although research funding at the federal level has been flat, UK has seen three consecutive years of growth — an annual growth rate of 5.3 percent in federal funding between 2014 and 2017. The rankings reflect the work of nearly 1,600 principal investigators at UK, most of whom receive federal funding from agencies such as the National Institutes of Health and the National Science Foundation, among others. Those research dollars are spread primarily among 10 areas of study and focus, including life sciences, engineering, psychology, social sciences and computer and information sciences.

UK is one of only eight institutions in the country with the full complement of liberal arts, professional, agricultural, and medical colleges and disciplines on one contiguous campus. That depth and breadth allows researchers and investigators to work together across disciplines and also offers both undergraduate and graduate students distinctive educational and research opportunities in a multidisciplinary and collaborative setting.

Dear Friends,

Welcome to a New Year at the University of Louisville. For most of us, 2017 was particularly challenging. Many are happy to see it go. But there were plenty of things for the university community to celebrate in the past year—many of which are noted in this report.

In any year, there will be obstacles to overcome. That's why it's so important as the calendar turns to take inventory of our accomplishments.

In 2017, we returned from probationary status to good standing with our institutional accreditor and dealt with a $48 million budget shortfall without major layoffs or program cuts. We made difficult but necessary changes in our athletic department. And we worked together as partners with the UofL Foundation to ensure that past abuses will never happen again.

Through all of our difficulties, our faculty, staff and students have kept their focus on the mission of the university. We have continued to provide a first-rate education, do groundbreaking research and conduct outstanding community service.

We're poised for a strong year in 2018. We have a dedicated team of experienced administrators. We have four strategic construction projects set for completion this summer. We're seeing renewed interest, support and confidence from our generous donors.

That said, the new year will bring its share of problems, too. Of most concern to me is the fact that we most certainly will experience more budget pain. We should be able to absorb a mid-year cut announced over the break, but the coming state budget will likely mean drastic reductions that will cause us to look at a number of unfortunate scenarios.

My hope for the year ahead is that it is much less turbulent than 2017. We want to keep the focus on our students—where it belongs—and begin to set a vision and plan strategically for the future. Yes, the budget situation is a bad one. But we have become accustomed to dealing with belt-tightening measures, and we will cope with this cut. We must remember, through all of the challenges, that we remain one family. We are UofL.

Gregory C. Postel, MD
Interim President

2017'S BEST MOMENTS

The University of Louisville continued in 2017 the vital work of enlightening minds and changing lives. From challenges tackled to milestones achieved, there is much to celebrate as we reflect on the previous year. Here's a round-up of a few of our finest 2017 accomplishments:

Confidence restored

The Southern Association of Colleges and Schools Commission on Colleges returned the university from probation to good standing after a yearlong process. UofL faculty, staff and administration worked diligently to address the commission's concerns. By tackling accreditation and other tough issues head on, the university proved the adage "tough times don't last, tough people do."

UofL Hospital transition

Signage changes took place as University Medical Center again took over as manager of UofL Hospital and the James Graham Brown Cancer Center. High quality staff stayed on and increased and other improvements are underway, making UofL a continued leader in teaching the next generation of caregivers and providing unsurpassed patient care.

Research breakthroughs

The university continued its growth as a premier metropolitan research university with life-changing discoveries and impacts. Some of those breakthroughs included helping a paralyzed man stand six years after a spinal cord injury; revolutionizing the treatment of heart disease through our largest-ever federal grant; measuring the power of trees as a public health strategy; exploring the impact of environmental pollutants on cardiometabolic disease and using music to unite young and old.

Fundraising successes

It was a record year for fundraising, with our largest-ever Day of Giving, the launch of a new crowdfunding platform and a banner year for the student-led raiseRED dance marathon supporting pediatric cancer research.

More opportunity and student success

UofL expanded its academic offerings to include a new degree in sustainability, the first of its kind in Kentucky, and a new major and minor in music and new media. We also introduced new certificates in engineering and health law, launched an online winter session and introduced a new minor in Chinese language.

Our students excelled too. Our incoming scholars were better prepared than ever—most had completed some college-level courses and scored well on standardized tests. Once again, Kentucky's only 2017 Truman Scholar hailed from UofL. Six new winners brought our Fulbright Scholars tally since 2003 to 110, more than all other Kentucky public universities combined.

It was a great year for UofL engineering students who are part of the River City Rocketry team. They took top honors at the NASA Student Launch challenge, earning a $5,000 cash prize and besting more than 50 other teams from across the country.

GRADUATE STUDENT IS FIRST IN UOFL HISTORY TO WIN GEORGE J. MITCHELL SCHOLARSHIP

James May is the university's first Mitchell Scholar, a prominent award given to just 12 Americans each year for postgraduate study in Ireland that includes tuition, accommodations, travel expenses and a stipend. Awardees are selected based on scholarship, leadership and community service.

He will use the scholarship to study new music production and performance at Ireland's University College, Cork.

A native of Pittsburgh, Pennsylvania, May came to UofL on the Bomhard Fellowship after graduating from The College of Wooster, Wooster, Ohio, with degrees in music composition and English.

"UofL is an incredible place for composers, so when I was applying to graduate school it was one of the first suggestions from my private instructor," May said. "The music department has a strong tradition of promoting contemporary music, most obviously through the Grawemeyer Award in Music Composition, and so it has an unbelievable amount of resources and opportunities for us. I've had so much support from the school for getting my works performed and participating in events around the country. The department also provides generous financial support for its composers, which I think is just a further testament to how invested they are in contemporary music."

May expects to begin his study in Ireland after his spring graduation from UofL.

Graduate student James May is UofL's first George J. Mitchell Scholar

AN EXTRA HAPPY HOLIDAY

The holidays were extra special for the nearly 1,300 scholars who earned their degrees in December. Most of these new graduates took part in the university's Dec. 15 commencement ceremony where student speaker Julie Parece offered her classmates words of encouragement and inspiration.

Parece, 41, a nontraditional student who raised two kids and ran a business while earning her degree, exemplifies the power of determination. Her recommendation to those who are still working on a degree or thinking about returning to college?

"Never think you are stuck. Don't think something is impossible," she advised. "Look at the ways you could make it happen instead. And don't let fear own you."

Parece earned a degree in Accounting and Computer Information Systems from the College of Business.

Julie Parece was the student speaker for winter commencement.

SNAPSHOT OF SUCCESS

Jessika Berry Benson had plenty to smile about as she was "hooded" during the university's Dec. 15 Ph.D./Ed.D. hooding ceremony. She was one of 73 doctoral scholars who took part in the event celebrating the pinnacle of their academic study. Benson earned her Doctor of Education degree from the College of Education and Human Development.

SEEING CLEARLY: NEW IMAGING UNIT IS A 'GAME-CHANGER'

University of Louisville Hospital is the first in the region to install and use a new imaging system that is more accurate, faster and safer than traditional units.

The machine, the Discovery IGS 740, enables doctors to see highly detailed 3-D images of patient anatomy in real time. That means fewer X-rays for the patient, less exposure to radiation and treatment that is more precise.

"This is the most advanced piece of arteriographic equipment in the world at the moment," said Douglas Coldwell, a university professor and a doctor who directs vascular and interventional radiology and interventional oncology at the hospital. "This really is a big deal."

The unit's precision makes it perfect for use in patients at the UofL Brown Cancer Center. "It allows for amazingly targeted radiation," Coldwell said.

Doctors have been seeing patients with the system for a few weeks, and the difference is profound, Coldwell said.

"We're pretty excited about it," he said. "It's a game-changer."

WKU opens student-applied research center

WKU students will have more hands-on opportunities to study prevention of workplace accidents, emergencies and health issues with the WKU Center for Environmental and Workplace Health. Ritchie Taylor, the center's director and an associate professor in WKU's
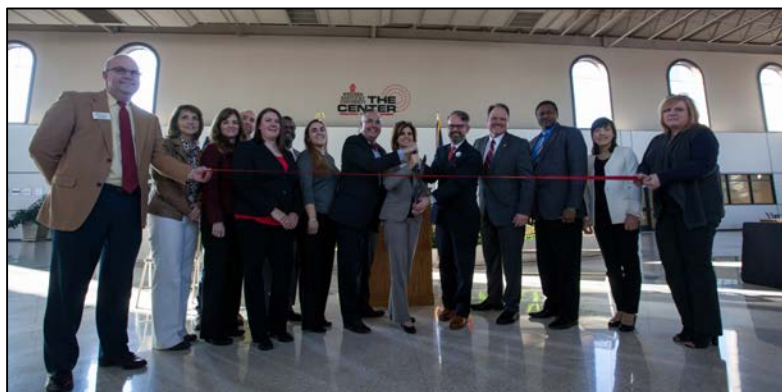
Ribbon cutting for WKU's Center for Environmental and Workplace Health.

Department of Public Health, said the center stands as a laboratory for students to test their skills. Potential projects could include helping small businesses comply with workplace health standards or collecting samples to test for contaminants, he said.

"We want them to feel that they're competent," he said, noting the center will allow students to work with professionals who will offer career guidance.

The new center is already working with organizations through the region to help improve safety on the job by working with firefighters in the Green River Firefighters Association to find ways to eliminate firefighters' exposure to carcinogens, which are substances that can cause cancer. Initially encountered during fires, Taylor said it's possible firefighters could be inadvertently taking them home to their families through their clothing.

Through the center, Taylor said students will be able to witness the effectiveness of best practices and the broad aspects of the field. "The whole point here is to allow students to help explore their field," he said. For more, see https://www.wku.edu/news/index.php?view=article&articleid=5703.
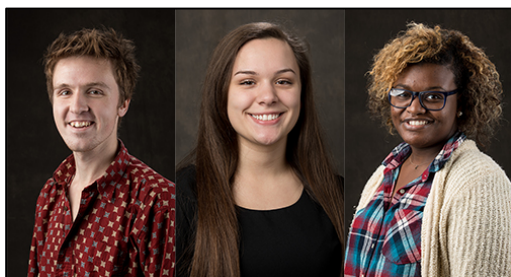
Gilman recipients Isaac Barnes, Anais Compton and Jada Jefferson.

Four WKU students recognized by Gilman scholarship program

Four WKU students were recognized by the Benjamin A. Gilman International Scholarship Program. Isaac Barnes of Frankfort, Anais Compton of Bowling Green and Jada Jefferson of Louisville were selected as Gilman Scholars and will receive up to $8,000 to fund their study abroad programs during the spring 2018 semester. Sarah Olive of Louisville was named an alternate.

Barnes will study in Thailand; Compton in Spain and Jefferson in the United Kingdom. Olive is also studying in the United Kingdom. Funded by the U.S. Department of State, more than 3,400 Gilman scholarships will be awarded this academic year for undergraduate Pell Grant recipients to study or intern abroad. For more, see https://www.wku.edu/news/index.php?view=article&articleid=5801.

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Three selected for Kentucky Teacher Hall of Fame

Newest members of the Kentucky Teacher Hall of Fame Gloria K. Compton, Ronald Montgomery and Mattie Jo Smith.

Members of the 10th class of the Governor Louie B. Nunn Kentucky Teacher Hall of Fame are Gloria K. Compton, Ronald Montgomery and Mattie Jo Smith. They will be inducted during a ceremony at 1 p.m. EST Feb. 6 in the Capitol Rotunda in Frankfort.

Compton, a native of Barbourville, earned her Bachelor of Arts degree in Health and Physical Education from the University of Kentucky in 1961. She spent 30 years (1962-1992) teaching health and physical education at Bryan Station Senior High School (now Bryan Station High School) in Lexington.

A native of Louisville, the late Montgomery taught history (1971-75) and broadcasting (1981-99) in Jefferson County at Thomas Jefferson High (1971-75) and Middle (1981-99) schools. During his 27 years in education, he also served as instructional coordinator at Thomas Jefferson High School from 1976-81. Montgomery attended WKU (B.A., Social Studies, 1966) and Spalding University where he earned an M.A. in Education (1975) and his Rank 1 in Administration (1976) and Supervision (1979).

A native of Benton in Marshall County, Smith earned her teaching certificate from Murray State Teachers College (1938) and her B.S. degree in education (1957) from Murray State University. She started her teaching career at Breezeel (1938-40), a one-room school in Marshall County where she taught first through eighth grades. Smith went on to teach junior high math and English for Benton Independent School District (1952-80) until her retirement (1980). She recently passed away. For more, see https://www.wku.edu/news/index.php?view=article&articleid=5620.

WKU's Gordon Ford College of Business ranked for affordable online bachelor's degree

WKU's Gordon Ford College of Business' online business program has been ranked in the top 25 of the Most Affordable Online Bachelor's in Business Degrees for 2017. The ranking from College Choice, a leading authority in college and university rankings and resources, put WKU at #25 for the Most Affordable Online Bachelor's in Business Degrees. The full ranking is available on the College Choice website (collegechoice.net). According to College Choice, the ranking was based on tuition, academic reputation, average cost, and graduate success rates. Sources for the data come from colleges' websites, PayScale, and nationally recognized *U.S. News & World Report* and The National Center for Education Statistics. For more, see https://www.wku.edu/news/index.php?view=article&articleid=5739.

Student awarded Phi Kappa Phi Study Abroad Grant

WKU student Kaitlyn Bison of Bowling Green recently was awarded a Study Abroad Grant worth $1,000 from The Honor Society of Phi Kappa Phi — the nation's oldest and most selective collegiate honor society for all academic disciplines. Bison is one of 25 students nationwide to receive the award. The sophomore international affairs major will use the grant to study abroad in Grantham, England. For more, see https://www.wku.edu/news/index.php?view=article&articleid=5768.

AIKCU GOOD NEWS

The Association of Independent Kentucky Colleges & Universities

Selected campus news highlights

Centre College and **Berea College** recently announced a joint leadership colloquium for faculty and staff.

Campbellsville University's women's wrestling team captured the NWCA National Dual title in January.

2017 **Kentucky Wesleyan College** graduate Keelan Cole, an undrafted free agent, played a key role in the Jacksonville Jaguars' NFL season and playoff run.

The **Lindsey Wilson College** volleyball team captured the NAIA National Championship with a perfect 35-0 record.

Two **Asbury University**-produced films have been picked up for distribution on international cable television.

AIKCU President Gary S. Cox appeared on *Kentucky Newsmakers* with Bill Bryant on WKYT in December to discuss postsecondary education in Kentucky.

Four of Lindsey Wilson College's 340 new alumni celebrate during their December commencement. (Photo courtesy of Lindsey Wilson College.)

AIKCU members celebrate mid-year graduates

Several AIKCU members awarded degrees during mid-year commencement ceremonies. **Campbellsville University** awarded 313 degrees during December ceremonies, including to an 80-year-old woman who attended Campbellsville Junior College 60 years ago. **Bellarmine University** awarded 260 degrees in the first commencement presided over by new President Susan M. Donovan. **Lindsey Wilson College** awarded 340 degrees. **Berea College**, **Georgetown College**, and the **University of Pikeville** also celebrated graduates in December.

Jan Parrott Robinson of Burgin, Ky., receives her associate of science degree in social sciences from Campbellsville University president Dr. Michael V. Carter, 60 years after attending Campbellsville Junior College in 1956-58. (Campbellsville University Photo by Joshua Williams)

Get the latest updates at AIKCU.org

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Election of CPE Chair and Vice Chair

The Nominating Committee met on February 1, 2018 to discuss and recommend members to serve as chair and vice chair of the CPE for a one-year term from February 2018 through January 2019. The chair shall serve as the convener of all Council meetings and as the central voice of the Council. In the absence of the chair, or in the event the chair is unable to perform, the vice chair shall perform the duties of the chair. In the event the chair resigns and the vice chair assumes the duties of the chair, the council may select a vice chair to complete the unexpired term of the vice chair. The chair and vice chair are limited to three consecutive one-year terms.

Nominating Committee chair, Donna Moore, will present the slate of officers for consideration by the full Council.